



# 2006-2007 YEAR END REPORT

STATE DEPARTMENT OF EDUCATION  
[WWW.SDE.IDAHO.GOV](http://WWW.SDE.IDAHO.GOV)

*Prevention programs in Idaho*

*focus on building the strengths of young people by establishing a positive learning environment that is safe, drug and violence free in which youth realize their maximum academic and life skills potential.*

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## EXECUTIVE SUMMARY

### STATE DEPARTMENT OF EDUCATION STATE TOBACCO TAX AND FEDERAL TITLE IV 2006-2007 SAFE AND DRUG-FREE SCHOOLS PREVENTION PROGRAM (SDFS)

The **goal** of the SDFS program is to build on the strengths of Idaho students by establishing a positive learning environment that is safe and drug and violence free in which youth realize their maximum academic and life skills potential.

#### SDFS PROGRAM – 2006-2007

- ♦ **133 District program grants awarded**
  - plus Idaho School for the Deaf and the Blind
  - plus seven charter schools
- ♦ **1,394,269 participating students** (comprehensive approach; many participants are involved in more than one activity, service or program)
- ♦ **29,473 parents involved**
- ♦ **5,556 volunteers providing 76,393 volunteer hours**

#### PROGRAM SUCCESS INDICATORS

(Results for Years 2000-2007)

- 28.8%** Decrease in harassment incidents
- 10.2%** Decrease in tobacco incidents on school campus and at activities
- 8.8%** Decrease in incidents of fights on school campus and at activities

#### STUDENT ASSISTANCE PROGRAM

(2006-07 Student Survey Results)

- 89%** Reported that the program gave them positive ways to deal with problems
- 85%** Reported that they had felt increased feelings of self worth
- 82%** Reported that the program had a positive effect on school attendance

#### Impact

The Safe and Drug-Free Schools Program has had a significant impact on student use of tobacco, alcohol and drugs.

According to the 2006 Substance Use and School Climate Survey conducted by the Northwest Regional Educational Laboratory for the State Department of Education, since 1996 students have reported changes in percentage of usage:

	<b>Grade 6</b>	<b>Grade 8</b>	<b>Grade 10*</b>	<b>Grade 12</b>
Tobacco	<b>- 5.2</b>	<b>-16.4</b>	<b>-14.0</b>	<b>-12.4</b>
Alcohol	<b>- 11.0</b>	<b>- 13.9</b>	<b>-7.8</b>	<b>-2.2</b>
Any drug	<b>+0.3</b>	<b>- 6.9</b>	<b>-6.4</b>	<b>-0.5</b>

\*Grade 10 surveys began in 1998.

A complete copy of the 2006 Substance Use and School Climate Survey can be found on the State Department of Education website: <http://www.sde.state.id.us/sdfs/freelibrary.asp>.

## Idaho Safe and Drug-Free Schools Program Program Success Indicators

The program is designed to discourage Idaho youth from the habitual use of alcohol, tobacco and other drugs. The principal goal of the program is to help ensure that all schools are safe, disciplined and drug-free by promoting the implementation of prevention programs directed toward drug use and violence.

### Program Accountability must follow the required Principles of Effectiveness:

- Based on needs assessments of objective data
- Based on performance measures
- Grounded in scientifically-based research  
(currently 31 research-based programs including 6 parent programs are being implemented)
- Based on analysis of prevalence of risk factors, protective factors and 40 developmental assets identified through scientifically-based research  
(required that all programs, activities and services must address risk/protective factors)
- Include consultation with and input from students and parents  
(required parent representation on district Safe and Drug-Free Schools Advisory Board; student representation is strongly recommended)
- Evaluated annually against locally selected performance measures and modified over time (based on the evaluation) to refine, improve and strengthen the program.

### Idaho Substance Use and School Climate Survey Results (1996-2006)

Percentage of ID Students who ever:

Grade	Used Alcohol		Used Smoking Tobacco		Used Any Drug		Used Cocaine		Used Marijuana		Used Inhalants		Used Meth	
	1996	2006	1996	2006	1996	2006	1996	2006	1996	2006	1996	2006	1996	2006
6th	24.4	13.4	8.0	2.8	7.6	7.9	.5	.3	2.1	1.1	5.7	4.5	.07	.04
8th	49.7	35.8	28.7	12.3	25.5	18.6	3.5	1.8	14.7	9.5	16.0	10.4	4.4	2.1
10th	69.8*	55.1	40.6*	26.0	44.9*	30.3	5.1*	4.8	31.2*	23.9	10.7*	11.1	7.8*	3.9
12th	67.9	65.7	48.1	35.7	37.6	37.1	7.2	5.9	33.4	30.3	10.0	7.5	10.4	3.8

\*10th grade was not included in the 1996 survey – 1998 data was used. Next survey scheduled for fall of 2008

Complete survey results found on program web site: <http://www.sde.state.id.us/sdfs/docs/Publications/2006survey.pdf>

### State Year-End Incident Reports: (the annual incident report is a summary of data reported by Idaho's schools)

School Year	Tobacco Use	Tobacco Possession	Alcohol Use	Other Drug Use	Expulsions	Fights	Vandalism	Total Weapons
1997-98	1363	1487	275	392	406	10,400	1,528	1,132
2006-07	623	706	330*	533*	250	7,316	1,321	817

\* One reason for the increased number of reported incidents in alcohol and other drug use is the result of educators being trained in signs and symptoms of substance use.

Complete Year-End Reports found on program web site: <http://www.sde.state.id.us/sdfs/docs/Publications/2006survey.pdf>

### Student Assistant Programs (SAP)

These programs are defined as comprehensive primary prevention and early intervention programs for students in grades K-12. The programs include a systematic effort to educate, identify, assess, refer and support students with drug abuse problems and other high-risk behaviors that are interfering with the education and life development of students.

Support Group Results: survey results of students participating in the group component of the SAP (average number of surveys 7,500)

Survey Responses	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Reported that the program had a positive effect on school attendance	49%	71%	61%	64%	73%	80%	82%
Reported that the program had a positive effect on overall school work	NA	68%	66%	62%	71%	74%	81%
Reported that the program gave them positive ways to deal with problems	67%	84%	79%	82%	85%	90%	89%
Reported that they had felt increased feelings of self worth	72%	79%	73%	76%	81%	86%	85%

## Safe and Drug Free Schools and Communities Statewide Advisory Board

### Mission Statement

The Idaho Department of Education's Safe and Drug-Free Schools and Communities Advisory Board exists to provide stewardship of the Federal and State funds allocated for substance abuse and violence prevention in Idaho schools and to encourage healthy lifestyles for Idaho's youth through education and the provision of resources to schools and communities.

### Goal 1. To provide oversight and direction for the Safe and Drug Free Schools program in order to implement the most efficient and effective strategies.

#### Objectives:

- A. To reduce the number of youth involved in alcohol- or other drug-related auto crashes.
- B. To raise the average age of first experimentation with alcohol, tobacco, and other drugs.
- C. To provide funding support for programs that: educate parents, youth, community partnerships, etc., in comprehensive alcohol, tobacco, and other drug prevention; encourage healthy lifestyle choices.
- D. To seek out and continue collaborative partnerships.
- E. To address priority needs in the regions through funding disbursements.
- F. To evaluate programs to ensure that goals are achieved.

### Goal 2. Ensure program sustainability.

#### Objectives:

- A. To provide technical support to grantees through site visits.
- B. To document effective use of monies.
- C. To assist staff and grantees in quantifying data.
- D. To implement biannual substance Use and School Climate survey.
- E. To demonstrate program effectiveness and viability to legislators, partnerships, committees and consortiums.

### 2006-2007 Board Members

Major Ralph Powell - Chair  
*Idaho State Police*  
Kevin Bechen  
*Idaho Transportation Dept.*  
Juan Saldana  
*ID Commission on Hispanic Affairs*  
Bob Sobotta Jr.  
*Native American Services L&C S.C.*  
Georgia Girvan  
*RADAR, BSU*  
Willis McAlesse  
*Health & Nutrition Sciences, ISU*  
Judge Bryan Murray  
*Bannock County*  
Cecil Ricks  
*Business Representative*  
Elke Shaw-Tulloch  
*Idaho Health & Welfare Dept.*  
Representative Richard Wills  
*Idaho State Legislature*

Amy Bartoo  
*Idaho Drug Free Youth*  
Sara Chase  
*ES Drake*  
Roseanne Hardin – Law offices of  
*Eberharter-Maki & Tappen, PA*  
Rob Winslow  
*ID Assoc. of School Administrators*  
Jan Hall  
*Kimberly School District*  
Amy Larson  
*Idaho PTA, Inc.*  
Chief Bill Musser  
*Meridian Police Department*  
Ken Robison  
*Former Idaho Representative*  
Pharis Stanger  
*Idaho Health & Welfare Dept.*  
Representative Margaret Henbest  
*Idaho State Legislature*

# **Safe and Drug-Free Schools Program**

## **PROGRAM FOUNDATION**

### ***Principal Goal***

The **goal** of the SDFS program is to build on the strengths of Idaho students by establishing a positive learning environment that is safe and drug and violence free in which youth realize their maximum academic and life skills potential.

### ***Primary Objectives***

- ◆ Identify, develop and implement age appropriate comprehensive drug education and prevention programs involving parents, schools and community.
- ◆ Establish a school environment that is a safe and drug-free place for students to learn and for adults to work.
- ◆ Ensure the utilization of effective prevention programs, services and activities that assist in the development of protective factors and life skills and build on developmental assets.

### ***Prevention Strategies***

Researchers have identified several strategies that prevent the involvement of young people in drug use, violence and other harmful behaviors. In implementing prevention efforts for youth, the following strategies should be incorporated:

- ◆ Offer information in a variety of formats (literature, assemblies, discussion, etc.)
- ◆ Provide life skills training (increase resiliency and locus of control)
- ◆ Provide alternative activities (structured, pro-social events focused on making healthy choices)
- ◆ Engage the community in school based efforts

**COMPREHENSIVE PROGRAMS** – Annual school district applications are submitted for approval; however, before approval is granted districts are required to use "**Principles of Effectiveness**" to develop comprehensive substance abuse and violence prevention programs designed to meet the needs of all students.

### ***Components for Comprehensive Program (Design Implementation):***

- ◆ **Curriculum** – Prevention programs implemented and taught in classroom setting during the school day.
- ◆ **Non-Curriculum** – Activities that emphasize and reinforce prevention programs before and after school and during lunch.
- ◆ **Peer-Delivered** – Youth-led activities, such as mentoring, peer mediation, cross-age teaching and Natural Helpers.
- ◆ **Intervention** – Services or activities that provide help, such as Student Assistance Programs (SAP), counseling and drug/alcohol assessments.
- ◆ **Alternative/Charter Schools** – Prevention programs specialized for alternative school teaching environment and charter schools.
- ◆ **Parent/Community** – Awareness/educational prevention and parenting skills programs.
- ◆ **Special Events** – Assemblies, presentations and activities that reinforce prevention efforts.
- ◆ **Prevention Staffing/Development** – Continued learning for staff implementing prevention programs, workshops, seminars and trainings.
- ◆ **Volunteers** – Comprehensive approach to prevention involves volunteer activities.





# SECTION I

## PROGRAM AND FINANCIAL OVERVIEW

- 2006-2007 STATE TOBACCO TAX AND FEDERAL TITLE IV APPROPRIATION PROGRAM COMPONENT BREAKDOWN
  - EXPENDITURES, PARTICIPANTS
  - VOLUNTEER SERVICE HOURS
- STATE TOBACCO TAX DISTRICT FLOWTHROUGH EXPENDITURE CHART
- FEDERAL TITLE IV DISTRICT FLOWTHROUGH EXPENDITURE CHART
- 2006-2007 STATE TOBACCO TAX AND FEDERAL TITLE IV DISTRICT ALLOCATIONS
- 1996-2007 STATE TOBACCO TAX AND FEDERAL TITLE IV APPROPRIATION, ENROLLMENT AND PARTICIPATION OVERVIEW CHART



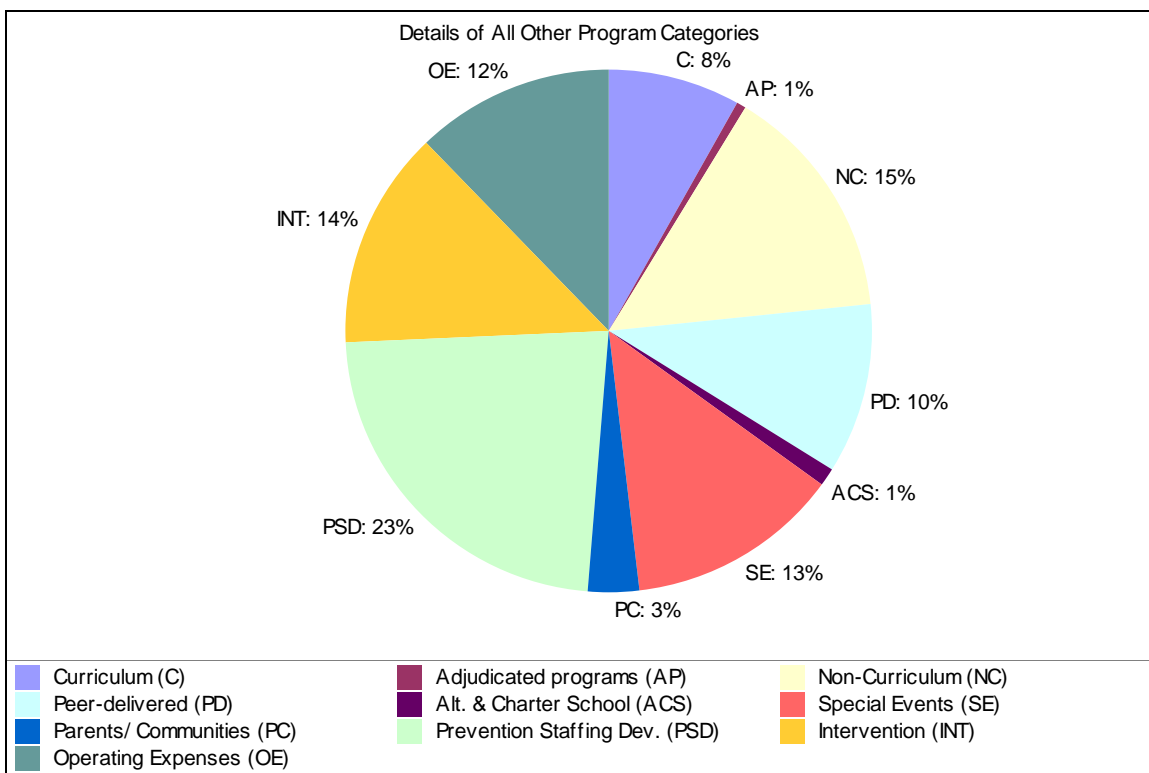
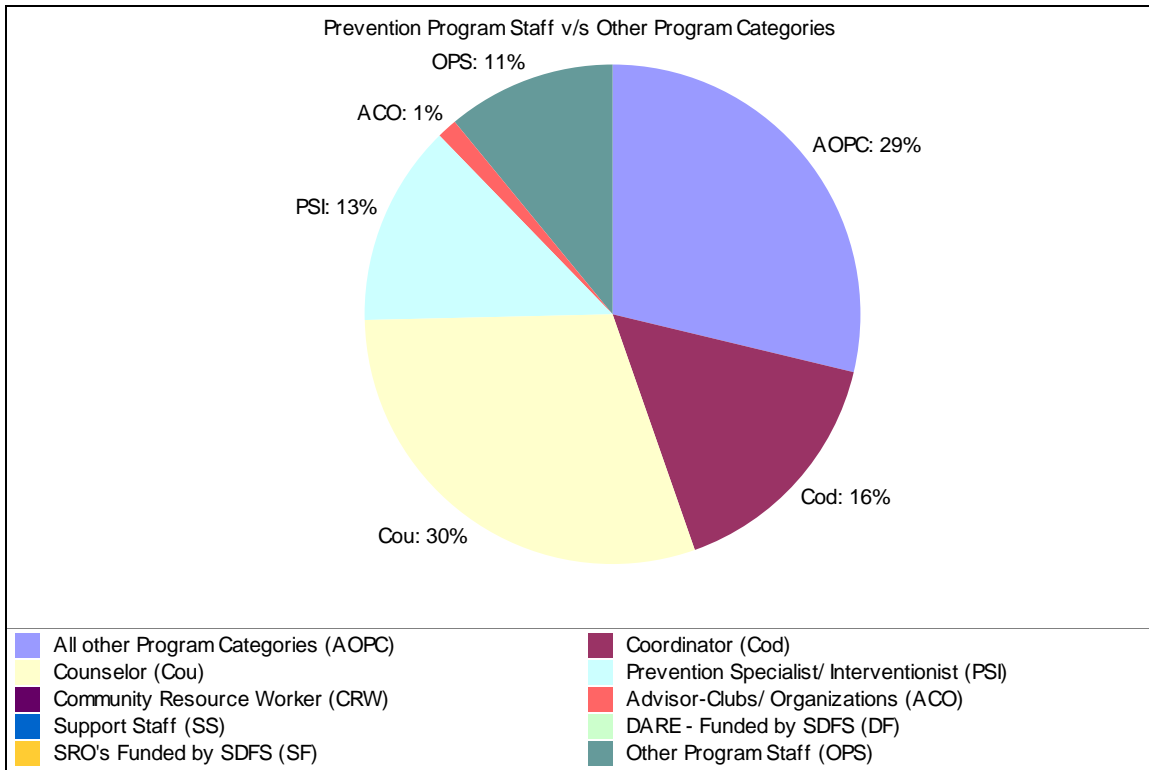
**2006-2007**  
**SAFE AND DRUG FREE SCHOOLS PROGRAM COMPONENT BREAKDOWN**  
**EXPENDITURES AND PARTICIPANTS**

State Tobacco Appropriation Including Cigarette and Lottery Tax Revenue	\$5,500,000	Title IV Federal Appropriation	\$1,685,030
District Base @ \$1,500 X 118 = \$177,000 Plus District Flowthrough	\$4,486,620	District Flowthrough	\$1,588,462
ISP Forensic Lab	\$200,000	Program	\$51,241
Discretionary - Includes \$80,000 for Idaho Commission on Hispanic Affairs	\$286,380	Administration	\$68,321
Administration - Survey- grades 6,8,10 & 12, State Adv. Bd.	\$23,654		
Competitive - Greatest Need Grants - \$217,000 Community Service Grants \$210,000	\$427,000		

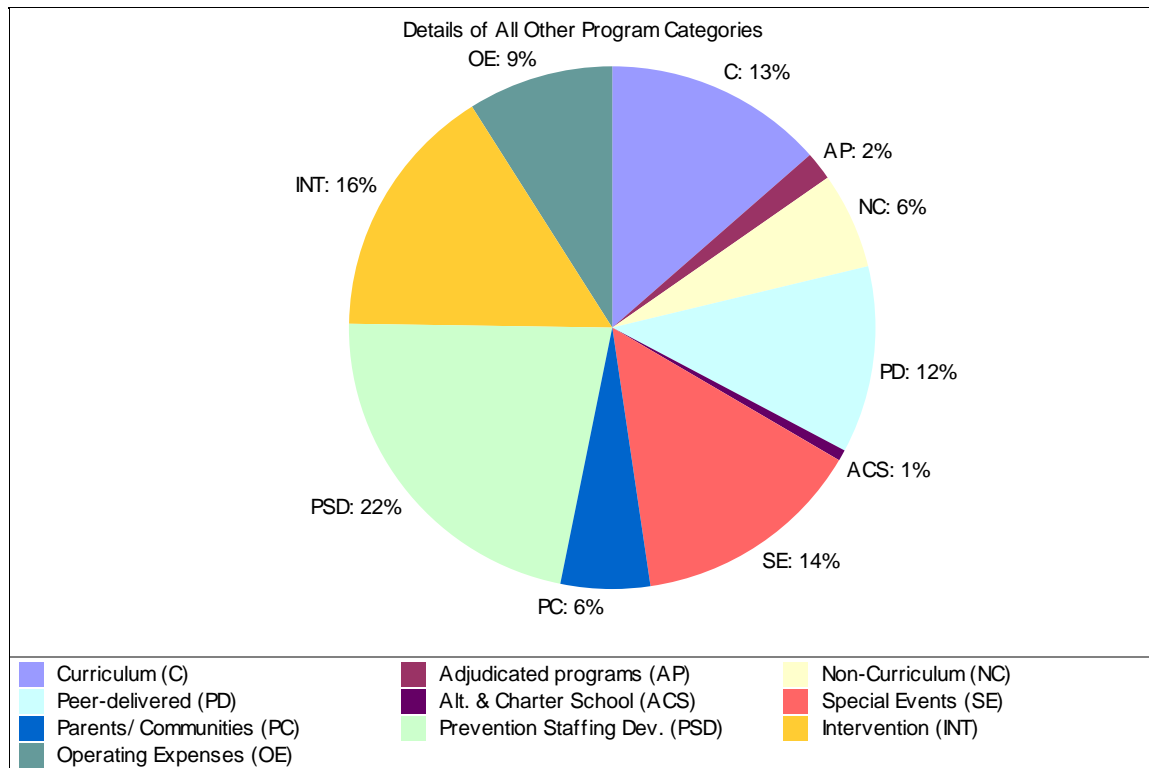
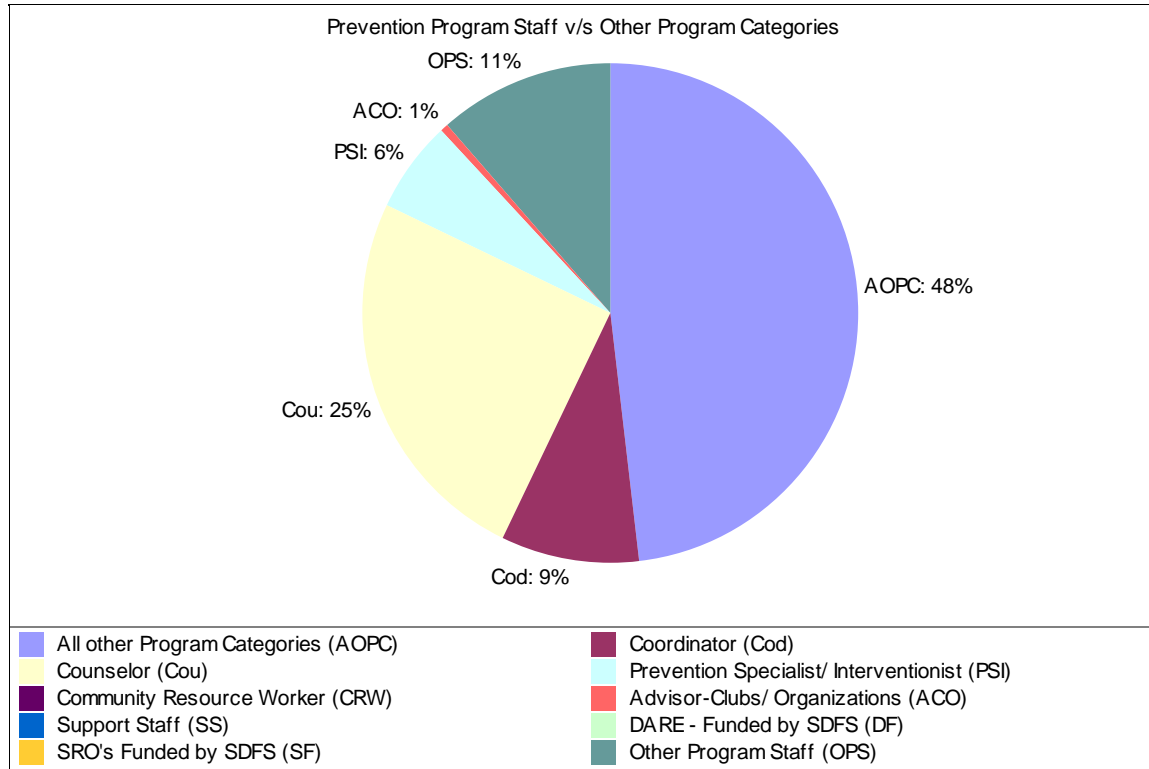
Total Program Participation and Budget Breakdown  
Comprehensive Approach – many participants are involved in more than one activity, service or program

Program Category	Explanation	Participation	State Tobacco Tax Expenditures	% of State	Federal Expenditures	% of Fed
<b>Curriculum</b>	Prevention programs implemented and taught in classroom during school day	484,336	\$85,996	1.96%	\$82,096	5.53%
<b>Non-Curriculum</b>	Activities that emphasize and reinforce prevention programs before and after school and during lunch. Including 13,701 students in after-school programs	280,566	\$155,573	3.54%	\$35,574	2.40%
<b>Peer-Delivered</b>	Youth led activities such as peer mediation, cross age teaching, Natural Helpers	77,706	\$110,873	2.53%	\$70,461	6.17%
<b>Special Events</b>	Assemblies, presentations and activities that reinforce prevention efforts	423,678	\$138,705	3.16%	\$86,957	5.36%
<b>Alternative &amp; Charter School</b>	Programs established in alternative school teaching environment and charter schools Alternative Schools = 6,449 students Charter Schools = 1,879 students	6,389	\$12,610	0.29%	\$4,109	0.28%
<b>Adjudicated (Programs servicing youth in/from Juvenile Corrections)</b>	Prevention programs such as "The Parent Project"	3,108	\$6,161	0.14%	\$11,195	0.75%
<b>Parents/Communities</b>	Awareness/ educational prevention and parenting skills programs	29,473	\$33,705	0.77%	\$33,483	2.26%
<b>Volunteers</b>	Comprehensive approach and costs associated with prevention volunteer activities Volunteer Hours = 75,293	5,556	\$2,646	0.06%	\$108	0.01%
<b>Prevention Staffing Development</b>	Staff involved in implementing prevention programs, workshops, seminars and trainings	3,211	\$244,691	5.57%	\$133,980	9.03%
<b>Intervention</b>	Services or activities that provide help such as Student Assistance Programs (SAP), counseling, drug / alcohol assessments	79,090	\$143,365	3.27%	\$96,346	7.14%
<b>Operating Expense</b>	Prevention program materials, supplies, mailing, copies, indirect costs	N/A	\$128,531	2.93%	\$54,541	3.68%
<b>Prevention Program Staffing</b>	Prevention program implementation personnel and costs in implementing prevention programs (i.e. SRO, Counselors, SDFS Coordinators, etc.)	1,156	\$3,327,724	75.79%	\$875,031	58.97%
	<b>Total</b>	1,394,269	\$4,390,580	100.00%	\$1,483,882	100.00%

**2006-07 State Tobacco Tax District Flowthrough Expenditures ( \$4,390,580.22 )**



**2006-07 Federal Title IV District Flowthrough Expenditures ( \$1,483,881.93 )**



**2006-2007 State and Federal District Allocations**

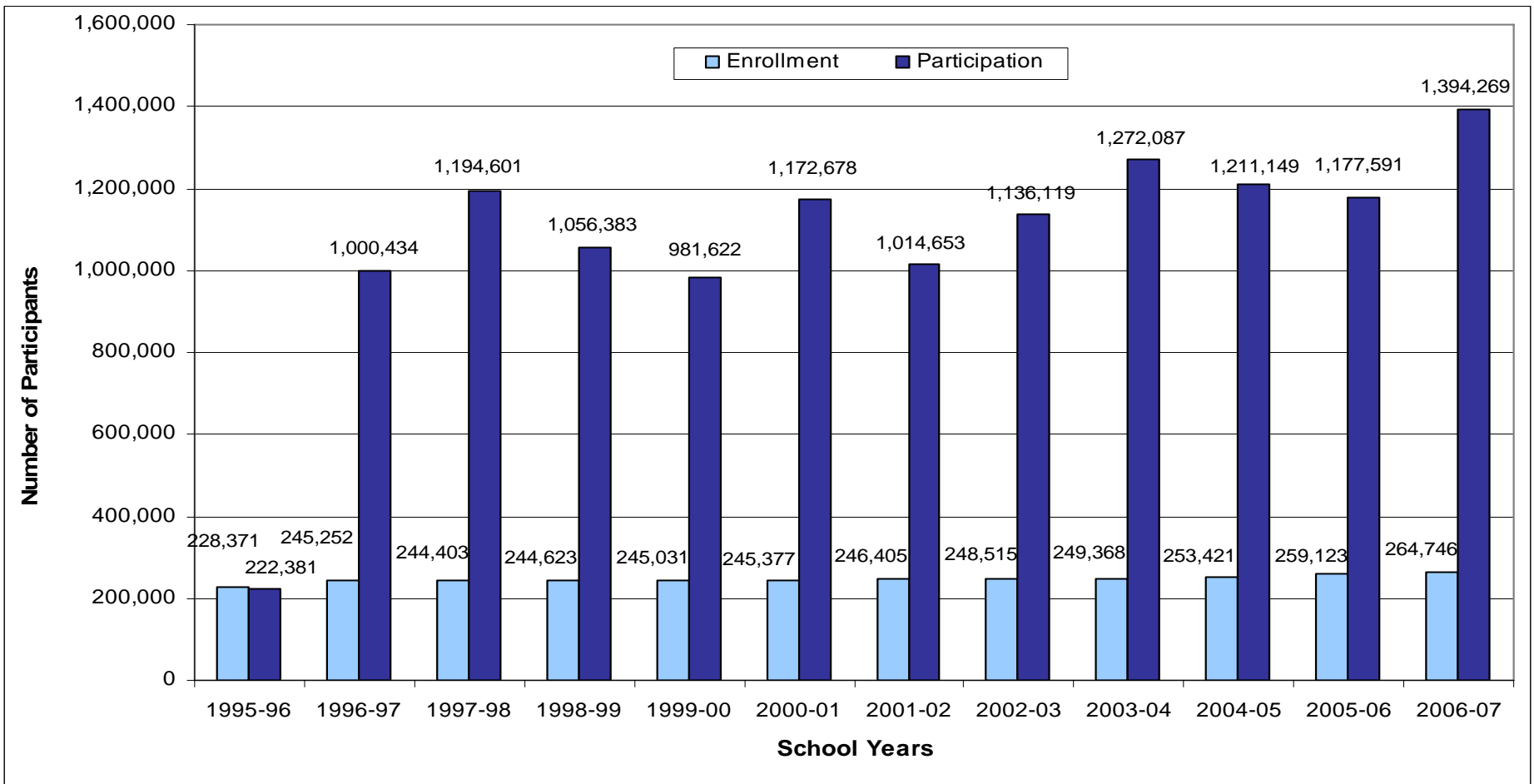
<b>Dist No.</b>	<b>School District</b>	<b>State</b>	<b>Non-Participant</b>	<b>Federal</b>	<b>Non Participant</b>	<b>Total District Allocation</b>
58	ABERDEEN	\$15,974		\$6,833		\$22,807
381	AMERICAN FALLS	\$28,338		\$12,760		\$41,098
383	ARBON	-	\$1,822	-	\$37	\$1,859
111	ARCO (BUTTE)	\$10,170		\$4,168		\$14,338
394	AVERY	\$1,822		\$418		\$2,240
72	BASIN	\$8,716		\$2,905		\$11,621
33	BEAR LAKE	\$23,146		\$7,325		\$30,471
55	BLACKFOOT	\$71,941		\$33,869		\$105,810
773	Blackfoot Charter	\$1,319		-		\$1,319
61	BLAINE CO.	\$55,735		\$13,347		\$69,082
234	BLISS	\$4,727		\$525		\$5,252
1	BOISE	\$430,800		\$155,247		\$586,047
772	Boise Hidden Springs	\$6,840		-		\$6,840
492	Boise Anser Charter	\$3,311		-		\$3,311
93	BONNEVILLE	\$138,617		\$39,568		\$178,185
101	BOUNDARY CO.	\$27,496		\$14,776		\$42,272
365	BRUNEAU GR-VIEW	\$8,858		\$5,103		\$13,961
412	BUHL	\$23,404		\$9,613		\$33,017
132	CALDWELL	\$103,469		\$63,034		\$166,503
121	CAMAS CO.	\$4,449		\$671		\$5,120
432	CAMBRIDGE	\$4,246		\$1,824		\$6,070
422	CASCADE	\$7,407		\$3,028		\$10,435
151	CASSIA CO.	\$85,279		\$36,774		\$122,053
417	CASTLEFORD	\$7,009		\$2,564		\$9,573
181	CHALLIS	\$9,220		\$3,976		\$13,196
161	CLARK	\$4,972		\$1,991		\$6,963
271	COEUR D'ALENE	\$165,248		\$53,795		\$219,043
774	Coeur d'Alene Academy		\$6,287	-		\$6,287
242	COTTONWOOD	\$8,863		\$2,381		\$11,244
13	COUNCIL	\$6,422		\$2,042		\$8,464
342	CULDESAC	\$4,580		\$974		\$5,554
314	DIETRICH	\$4,259		\$2,608		\$6,867
221	EMMETT	\$51,216		\$19,325		\$70,541
413	FILER	\$24,185		\$7,572		\$31,757
59	FIRTH	\$15,675		\$4,374		\$20,049
215	FREMONT CO.	\$41,426		\$18,398		\$59,824
373	FRUITLAND	\$28,612		\$10,323		\$38,935
71	GARDEN VALLEY	\$6,229		\$2,163		\$8,392
282	GENESEE	\$6,735		\$1,665		\$8,400
192	GLENNS FERRY	\$10,600		\$6,359		\$16,959
231	GOODING	\$23,603		\$11,210		\$34,813
148	GRACE	\$10,009		\$3,616		\$13,625
241	GRANGEVILLE	\$24,479		\$13,853		\$38,332
233	HAGERMAN	\$8,467		\$1,722		\$10,189
415	HANSEN	\$8,228		\$3,632		\$11,860
305	HIGHLAND	\$5,287		\$1,477		\$6,764
370	HOMEDALE	\$23,932		\$10,804		\$34,736
73	HORSESHOE BEND	\$6,585		\$2,480		\$9,065

Dist No.	School District	State	Non-Participant	Federal	Non Participant	Total District Allocation
91	IDAHO FALLS	\$174,668		\$54,658		\$229,326
592	ISDB	\$2,847		\$609		\$3,456
251	JEFFERSON CO.	\$68,726		\$19,625		\$88,351
261	JEROME	\$55,384		\$22,212		\$77,596
304	KAMIAH	\$10,309		\$3,761		\$14,070
391	KELLOGG	\$25,054		\$11,634		\$36,688
283	KENDRICK	\$6,736		\$2,113		\$8,849
414	KIMBERLY	\$24,409		\$5,205		\$29,614
274	KOOTENAI	\$6,024		\$1,935		\$7,959
3	KUNA	\$66,548		\$20,210		\$86,758
84	LAKE PEND OREILLE	\$67,384		\$32,625		\$100,009
779	Lake Sandpoint ChrtrSch		\$2,293	-		\$2,293
272	LAKELAND	\$74,351		\$25,989		\$100,340
341	LAPWAI	\$10,128		\$4,328		\$14,456
340	LEWISTON	\$86,161		\$30,019		\$116,180
182	MACKAY	\$5,114		\$1,586		\$6,700
321	MADISON	\$73,996		\$22,621		\$96,617
21	MARSH VALLEY	\$23,979		\$8,011		\$31,990
363	MARSING	\$14,793		\$6,379		\$21,172
421	McCALL DONNELLY	\$18,309		\$5,341		\$23,650
11	MEADOWS VALLEY	\$4,836		\$1,520		\$6,356
136	MELBA	\$13,161		\$3,993		\$17,154
2	MERIDIAN	\$484,309		\$107,403		\$591,712
768	Meridian Chrtr Acdmy		\$3,305			\$3,305
785	Meridian Medical Arts		\$2,846	-		\$2,846
783	Meridian North Star Chrtr		\$4,509	-		\$4,509
134	MIDDLETON	\$46,121		\$14,758		\$60,879
433	MIDVALE	\$3,639		\$1,363		\$5,002
331	MINIDOKA CO.	\$70,676		\$30,809		\$101,485
281	MOSCOW	\$42,289		\$12,070		\$54,359
775	Moscow Charter	\$2,183		-		\$2,183
193	MOUNTAIN HOME	\$69,729		\$24,149		\$93,878
392	MULLAN	\$3,700		\$951		\$4,651
418	MURTAUGH	\$5,357		\$1,982		\$7,339
131	NAMPA	\$218,993		\$80,460		\$299,453
372	NEW PLYMOUTH	\$17,344		\$6,203		\$23,547
302	NEZPERCE	\$4,302		\$1,068		\$5,370
149	NORTH GEM	\$4,747		\$1,351		\$6,098
135	NOTUS	\$6,842		\$2,375		\$9,017
351	ONEIDA	\$16,950		\$4,717		\$21,667
171	OROFINO	\$24,416		\$9,073		\$33,489
137	PARMA	\$18,863		\$8,606		\$27,469
371	PAYETTE	\$31,566		\$13,304		\$44,870
364	PLEASANT VALLEY	-	\$1,935	-	\$76	\$2,011
44	PLUMMER/WORLEY	\$9,621		\$5,523		\$15,144
25	POCATELLO	\$199,988		\$83,416		\$283,404
777	Pocatello Charter		\$3,051	-		\$3,051
273	POST FALLS	\$85,930		\$32,620		\$118,550



Dist No.	School District	State	Non-Participant	Federal	Non Participant	Total District Allocation
285	POTLATCH	\$10,527		\$3,403		\$13,930
191	PRAIRIE	-	\$1,553	-	\$9	\$1,562
201	PRESTON	\$43,141		\$10,393		\$53,534
316	RICHFIELD	\$5,205		\$1,355		\$6,560
252	RIRIE	\$12,902		\$4,113		\$17,015
382	ROCKLAND	\$4,004		\$843		\$4,847
291	SALMON	\$18,806		\$7,601		\$26,407
60	SHELLEY	\$36,552		\$8,698		\$45,250
312	SHOSHONE	\$10,417		\$2,680		\$13,097
52	SNAKE RIVER	\$33,138		\$9,310		\$42,448
780	Id Ldrshp Academy		\$2,252	-		\$2,252
150	SODA SPRINGS	\$17,788		\$4,172		\$21,960
292	SOUTH LEMHI		\$3,198		\$1,650	\$4,848
41	ST. MARIES	\$19,919		\$7,471		\$27,390
322	SUGAR-SALEM	\$23,790		\$5,524		\$29,314
92	SWAN VALLEY	\$2,523		\$395		\$2,918
401	TETON CO.	\$25,428		\$9,347		\$34,775
416	THREE CREEK	-	\$1,626	-	\$37	\$1,663
287	TROY	\$6,998		\$1,961		\$8,959
411	TWIN FALLS	\$120,032		\$47,665		\$167,697
262	VALLEY	\$12,544		\$4,642		\$17,186
139	VALLIVUE	\$81,657		\$22,767		\$104,424
415	Thomas Jefferson Charter		\$4,080			\$4,080
83	W BONNER	\$27,171		\$11,763		\$38,934
393	WALLACE	\$10,204		\$4,887		\$15,091
431	WEISER	\$29,745		\$11,000		\$40,745
232	WENDELL	\$20,059		\$8,398		\$28,457
253	WEST JEFFERSON	\$12,910		\$7,088		\$19,998
202	WEST SIDE	\$11,344		\$5,299		\$16,643
784	White Pine Charter	\$10,426		-		\$10,426
288	WHITEPINE	\$5,748		\$4,479		\$10,227
133	WILDER	\$9,317		\$8,281		\$17,598
LEA	LEA Charter Schools					
452	Id Virtual Academy	\$30,414		\$12,048		\$42,462
455	Compass				\$867	\$867
456	Falcon Ridge				\$1,486	\$1,486
457	Inspire				\$713	\$713
458	Liberty/Nampa Charter	\$8,108		\$1,741		\$9,849
453	Richard McKenna		\$4,902		\$1,502	\$6,404
454	Rolling Hills	-			\$1,151	\$1,151
451	Victory Charter	\$5,527		\$1,309		\$6,836
	Total Allocations and Non-Participants	<b>\$4,442,961</b>	<b>\$43,659</b>	<b>\$1,556,300</b>	<b>\$7,528</b>	<b>\$6,050,448</b>
	Total State & Federal Allocations	<b>\$4,486,620</b>		<b>\$1,563,828</b>		<b>\$ 6,050,448</b>

**1996-2007 Overview – State Tobacco Tax and Federal Title IV Appropriation, Enrollment and Participation  
Comprehensive Approach – Participants are involved in more than one activity, service or program.**



Year	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Funding-State	\$7.0	\$7.0	\$7.0	\$5.5	\$5.2	\$4.7	\$4.7	\$4.7	\$4.7	\$4.7	\$4.7	\$5.5
Funding-Federal	\$1.7	\$1.7	\$2.1	\$2.1	\$1.7	\$1.7	\$1.7	\$2.3	\$2.3	\$2.1	\$2.1	\$1.7

Note 1: For 2003-2004, the appropriation was \$4.7 million. Due to the uncertainty of revenue to be generated because of the increase in the cigarette tax, the allocation to districts was \$4.5 million

Note 2: Comprehensive participation tracking began in 1996-1997.



# SECTION II

## COMPREHENSIVE PREVENTION APPROACH

- 2006-2007 SNAPSHOT OF SAFE AND DRUG-FREE SCHOOL PROGRAMS
- STUDENT ASSISTANCE PROGRAM (SAP)
  - 1997-2007 SAP IDENTIFICATION AND REFERRAL COMPARISONS
  - SAP COMPONENT: SUPPORT GROUP RESULTS
- 2006-07 FEDERAL TITLE IV, 20% RESERVE PORTION GRANTS
  - GREATEST NEED COMPETITIVE AWARDS
  - GREATEST NEED COMPETITIVE GRANT EXPENDITURES/PARTICIPATION REPORT
  - COMMUNITY SERVICE AWARDS FOR SUSPENDED & EXPELLED STUDENTS
  - COMMUNITY SERVICE FOR SUSPENDED AND EXPELLED STUDENTS EXPENDITURES AND PROJECTS
- COMMUNITY SERVICE FOR SUSPENDED AND EXPELLED STUDENTS YEAR END REPORT

## **2006-2007 Snapshot of Safe and Drug-Free School Programs**

### **BEST PRACTICES AND SCIENTIFIC RESEARCH-BASED RISK AND PROTECTIVE FACTORS**

Best Practices are those strategies, activities or approaches which have been shown through research and evaluation to be effective at preventing and/or delaying substance abuse.

In more than 20 years of drug abuse research, the National Institute on Drug Abuse (NIDA) has identified important principles for prevention programs in the family, school and community. Idaho prevention programs are designed to enhance “protective factors” and to reduce “risk factors.” Protective factors are those associated with reduced potential for drug use. Risk factors are those that make drug use more likely. Research has shown that many of the same factors apply to other behaviors such as youth violence, delinquency, school dropout, risky sexual behaviors and teen pregnancy.

**Protective factors** include strong and positive bonds within a pro-social family; parental monitoring; clear rules of conduct that are consistently enforced within the family and in school; involvement of parents in the lives of their children; success in school performance; strong bonds with other pro-social institutions such as school and religious organizations; and adoption of conventional norms about drug use.

**Risk factors** include chaotic home environments, particularly in which parents abuse substances or suffer from mental illnesses; ineffective parenting especially with children with difficult temperaments or conduct disorders; lack of mutual attachments and nurturing; inappropriately shy or aggressive behavior in the classroom; failure in school performance; poor social coping skills; affiliations with deviant peers or peers displaying deviant behaviors; and perceptions of approval of drug-using behavior in family, work, school, peer and community environments.

#### **Best Practice Researched Based Effective Programs Being Implemented in Idaho**

##### **Student Programs**

All Stars  
Big Brothers/Big Sisters  
Child Development Project  
Get Real About Violence  
GRASP (Gaining Responsibility After School Program)  
Great Body Shop  
Growing Healthy  
Life Skills Training (LST)  
Lion’s Quest for Adolescence  
Not on Tobacco (NOT)  
PALS – Participate and Learn Skills  
PASS – Plan a Safe Strategy Program  
PATHS-Promoting Alternative Think Strategies  
PeaceBuilders  
Positive Action  
Positive Options for Teens/Prevention

Project Alert  
Project Northland  
Project SUCCESS  
Project Towards No Drug Use (TNT)  
SAP Counseling in Career Ed Classes  
Second Step  
Smart Team  
Too Good for Drugs  
Tribes

##### **Parent Programs**

Love and Logic Parenting Class  
Parenting Project  
Parenting Wisely  
Parents as Teachers

#### **Additional Prevention Programs Based on Risk and Protective Factors**

##### **Youth Activities**

Natural Helpers  
Tutoring  
Lunch Buddy Mentoring  
IDFY (Idaho Drug-Free Youth)  
After School Programs  
School Mentor Program  
Freshmen Asset Day

##### **Programs for Bullying/Harassment/Violence**

Respect and Protect  
Don’t Laugh at Me  
Character Education  
Conflict Managers  
Peer Mediation  
Peaceworks

# **IDAHO**

## **Comprehensive Prevention Approach**

### ***“Student Assistance Program”***

The Student Assistance Program (SAP) is a school-based prevention and early intervention system designed to foster student success and healthy development by addressing academic, social-emotional and behavioral health issues. Most programs are operated by a Student Assistance Team (SAT) that has representation from the key stakeholders within the school including administrators, teachers, guidance counselors and, when possible, psychologists, social workers and nurses.

Students who are demonstrating “behaviors of concern” are referred by themselves, peers, staff, parents and others to teams that work with the student, the student’s family, faculty, staff and/or outside service providers to develop a plan to ensure student success.

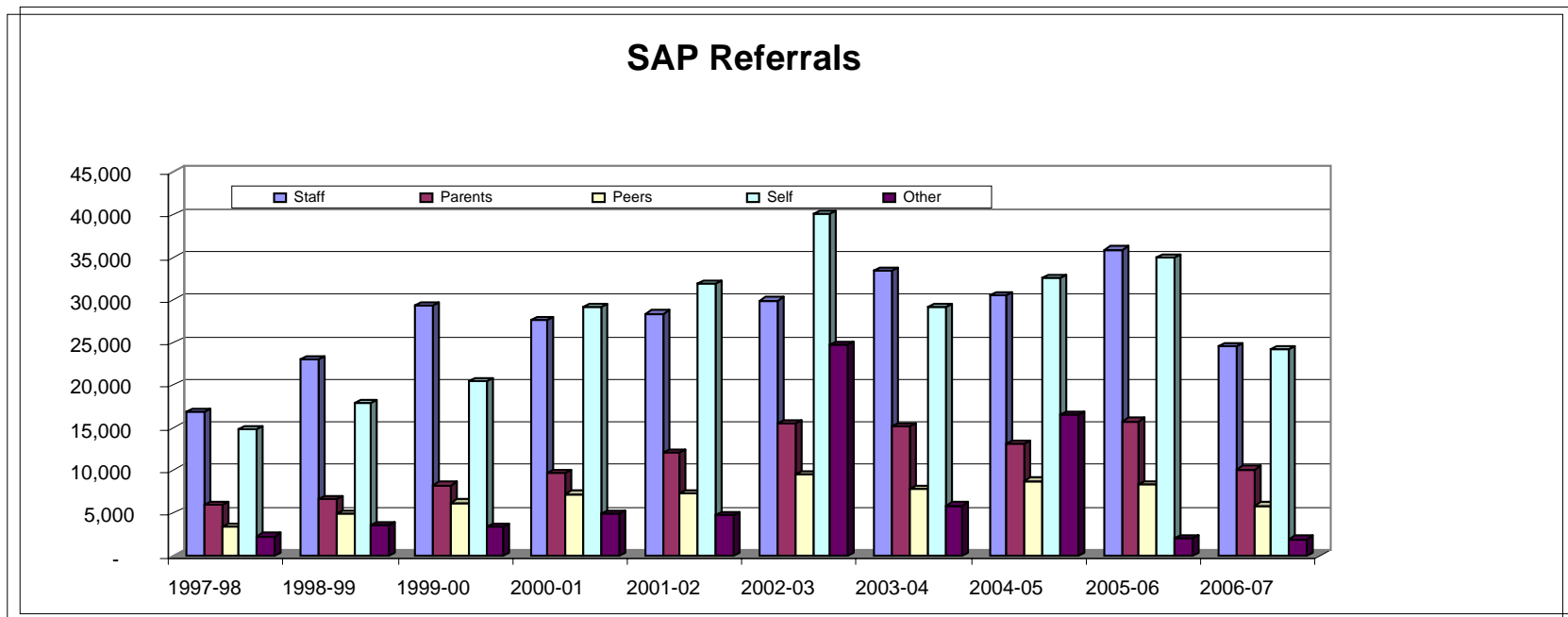
#### **There are 12 components of a Comprehensive Student Assistance Program**

- Advisory Board**
- District Policies, Philosophy, Procedures**
- Education of Staff**
- Identification and Referral**
- Support Groups**
- Prevention Activities**
- Education and Support of Parents/Community**
- Curriculum Infusion**
- Community Networking**
- Evaluation**
- Program Leadership & Administration**
- Staff Wellness**



# SAP “Identification and Referral” Component

## 1997-2007 Identification and Referral Comparisons



	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Grand Total
Staff	16,911	23,004	29,346	27,677	28,398	29,927	33,468	30,482	35,903	24,499	279,615
Parents	5,881	6,571	8,214	9,694	12,121	15,534	15,156	13,043	15,747	10,095	112,056
Peers	3,368	4,939	6,201	7,224	7,313	9,495	7,817	8,737	8,354	5,820	69,268
Self	14,752	17,930	20,491	29,169	31,893	40,065	29,186	32,556	35,019	24,250	275,311
Other	2,238	3,483	3,401	4,859	4,757	24,699	5,821	16,518	2,046	1,897	69,719
Total	43,150	55,927	67,653	78,623	84,482	119,720	91,448	101,336	97,069	66,561	805,969

Reasons for referrals may vary and usually include suspected use/abuse of illegal substances; changes in behavior, appearance or groups of friends; a drop in academic achievement or an increase in absences from school.

Teams review every referral. Each case is given individual attention as members look for the “next logical intervention” in helping students toward success in school. Intervention activities commonly employed include referrals to in-school groups, mentorships involving interested non-team staff members, conferences with parents, referrals to community agencies and referrals for drug/alcohol assessments.

## **SAP Component “*Support Group*”**

### **Listing of Various Support Groups Offered**

Anger	Non-use
Blended families	Persons/children of substance
Children of divorce	Abusive behavior
Co-dependent	Physically and sexually abused
Communication	Recovery/sobriety
Cultural transition	Relationships
Drug users	School leadership
Eating disorders	Self-esteem
General concern/personal growth	Suicide
Grief	Teen parent
Intervention	Transition (moving/drop-out)
New students	

### **2006 – 2007 Support Group Survey Results**

(Survey results of 66,561 students participating in groups)

**89%** Reported that the program gave them positive ways to deal with problems

**85%** Reported that they had felt increased feelings of self worth

**82%** Reported that the program had a positive effect on school attendance

**81%** Reported that the program had a positive effect on overall school work

Student Assistance Program training is provided through discretionary grants from the State Tobacco Tax and Federal Title IV funding.

**2006-2007 Federal Title IV 20% Reserve Portion Grants  
Greatest Need Competitive Awards**

District		Grant Amount	Programs
Basin	72	\$22,010	<ul style="list-style-type: none"> <li>Through the Wildcat Pride program (and other programs) which includes classroom instruction, after-school program, student academy to help youth in economically deprived area.</li> <li>Program designed to serve all students in district.</li> </ul>
Cassia	151	\$20,000	<ul style="list-style-type: none"> <li>Night classes at Cassia Education Center for single parents, students on probation and career choice information</li> <li>Instruction on understanding the law</li> <li>Drugs and gang prevention information</li> <li>Spirit Walker counseling</li> <li>Funding pays for 5 hours per class</li> <li>Classes allow for heavy student involvement</li> <li>Targets students with substance abuse and GPA issues</li> </ul>
Madison	321	\$28,000	<ul style="list-style-type: none"> <li>School Resource Officer</li> <li>Counseling, no cost for teen parents and at-risk students</li> <li>Serves five county area</li> <li>Substance abuse screening, tutors in reading and math</li> <li>Outdoor Education</li> </ul>
Meridian (Drug Prevention Counselor)	002	\$28,000	<ul style="list-style-type: none"> <li>Relapse Prevention Instructor (Drug Prevention Counselor)</li> <li>Facilitate successful return of student to regular school setting</li> <li>Remediate behaviors that contributed to removal of student to alternative program</li> <li>Parent information classes</li> </ul>
Nampa	131	\$28,000	<ul style="list-style-type: none"> <li>Using Love and Logic Model, change inappropriate behaviors of children</li> <li>Parent Education Workshops</li> <li>Professional Development</li> <li>Child care at elementary school workshops</li> </ul>
Orofino	171	\$7,800	<ul style="list-style-type: none"> <li>Target early onset of alcohol use within school district</li> <li>Leadership Summit for junior &amp; senior high students</li> <li>Joint sessions for parents and students</li> <li>Life Skills curriculum infusion in upper elementary and junior high</li> </ul>
Pocatello (Site Intervention Prevention Coordinator)	25	\$25,759	<ul style="list-style-type: none"> <li>Four alternative programs at alternative high school: Turning Point, Cross Roads, Kinport Academy and New Horizons</li> <li>Prepare at-risk students for successful future</li> <li>Maximize opportunities for substance abuse prevention and intervention</li> <li>Address safety issues for students and community</li> </ul>
Post Falls (Student Dean – full time)	273	\$27,694	<ul style="list-style-type: none"> <li>Reduce variety of serious and pervasive risk factors</li> <li>Increase numbers of Protective Factors &amp; Development Assets that are in place</li> <li>Student Dean acting as a community and parent liaison, collaborates with prevention specialist and administrative team, meets with &amp; monitors grades, attendance and behavior</li> <li>Reverse tide of increasing risk factors in middle school population</li> </ul>
Twin Falls (Student Assistance Specialists)	411	\$28,000	<ul style="list-style-type: none"> <li>Provide referral source for staff, parents and community</li> <li>Provide minimum of 24 student support groups in secondary buildings</li> <li>Increased ability of participating students to deal with problems in a positive manner</li> </ul>
Total Awards		\$215,263	

## 2006-2007 Federal Title IV Competitive Year-End Expenditures/Participation Report

District	No.	Grant Amount	Personnel Salaries	Travel	Trans portation	Supplies, Materials	Purchased Services	Operating Expenditures	Other & Indirect Costs	Total Actual Expenditures*	Type of Program	Participants
Basin	72	\$22,010	\$25,760		\$212	\$3,352	\$1,100		\$556	\$30,980	Prevention Instruc	132
Cassia	151	\$20,000	\$9,000			\$2,100	\$8,900			\$20,000	ASP&Evening Programs	600
Madison	321	\$28,000	\$28,000							\$28,000	SRO,NurseryDir	161
Meridian	002	\$28,000	\$24,547				\$3,453			\$28,000	RelapsePreventionCnslrs	42
Nampa	131	\$28,000	\$26,629			\$1,371				\$28,000	ParentEd,	639
Orofino	171	\$7,800		\$218	\$600	\$3,580	\$3,125			\$7,523	IDFY&Parents/Students	627
Pocatello	25	\$25,759	\$25,309			\$450				\$25,759	CareerDvlpmnt,Resiliency	1,601
Post Falls	273	\$27,694	\$25,722	\$500		\$500	\$972			\$27,694	StudentDean,Liaison w/SRO,CRW	3,206
Twin Falls	411	\$28,000	\$28,000							\$28,000	SAP Groups & Specialist	649
<b>Totals</b>		<b>\$215,263</b>	<b>\$192,967</b>	<b>\$718</b>	<b>\$812</b>	<b>\$11,353</b>	<b>\$17,550</b>		<b>\$556</b>	<b>\$223,956</b>		7,657

\*Actual expenditures may be more than grant amount due to 2005-06 program carryover.

## 2006-2007 Federal Title IV Community Service Grant Expenditures and Activities

Grantees	Grant Amount	Salaries	Travel	Transportation	Supplies, Materials	Purchased Services	Operating Expenditures	Other & Indirect Costs	Total Actual Expenditures*	Number Served
Bannock County	\$ 35,000	\$24,996							\$24,996	200
Blackfoot	\$35,000	\$32,847		\$500	\$1,653				\$35,000	85
Boise	\$35,000	\$34,493						\$690	\$35,183	27
Caribou-Soda Springs	\$35,000	\$30,505		\$2,150	\$500	\$1,845			\$35,000	60
Jefferson	\$35,000	\$32,000		\$1,575	\$1,425				\$35,000	225
Madison	\$35,000	\$41,210	\$707				\$638	\$672	\$43,227	150
Post Falls	\$35,000	\$31,134	\$1,418	\$1,200	\$1,400	\$801	\$1,204		\$37,157	138
Total	\$245,000	\$245,565	\$2,125	\$5,425	\$4,978	\$2,646	\$1,842	\$1,362	\$245,563	885
Grant Activities		*Larger than grant amount due to 2005-2006 program carryover.								
Bannock County	Trail clearing, homeless shelter yard work, scouts grounds upkeep, sorting clothing, making stage sets, trash cleanup, trail building, playground cleanup, food sorting at food bank, clip fish fins for Fish and Game, cleaning, stage construction, book drives, assembling display materials. Curriculum needed for program.									
Blackfoot	Working with disadvantaged children in Head Start Program, planting and tending school garden, creating illustrated stories for children, helping immigrants with language acquisition, helped senior citizens document local history, community cleanup, fix-up and repair work. All students must complete academic classes as part of the CS Program. Curriculum is correlated to CS activities. Students use PLATO computer based Math and Reading Program. Changes in grade level performance were measured at 1.22 grade level change which exceeded grade level performance by .22 and is .345 above the baseline.									
Boise	Sorting, packing & labeling food at Idaho Food Bank, Idaho Youth Ranch, set up donated computers; students practice English and work with those from another culture, Spanish speaking student assisted in teaching Spanish. An academic component is included. One Hispanic student has made a dramatic turn around as a result of involvement with the Community Service program.									
Soda Springs	Sweep, clean, paint, snow removal, clean grounds in parks, build park benches, cleaning walkways, painting sheds, weeding. Many participants have increased their GPA. The program has an academic component such as tutoring, academic support for habitual offenders to enable them to keep up so they don't fall behind.									
Jefferson	Paint local fire station, clean weeds from access roads, rake leaves, shovel snow for seniors, pick up trash, yard work for seniors, clean stoves, walls, restrooms, assist janitors after school, clean trophy cases, library, paint barns, chutes, racetrack, build floors									
Madison	Wash ambulances, fire trucks, mopping, sweeping bathrooms, museum basic cleaning, dusting, sorting clothes at family crisis center, weeding, gardening, painting, cleaning, mopping, pound cleaning, animal care, washing dogs, vacuuming, reading to elementary kids, tutoring, some classroom work on behavior modification, character education (Franklin Reality Model). Every student works on homework/other academic classes for the first part of the day.									
Post Falls	Snow removal, yard maintenance, help at thrift shop, lunch services, trail & field maintenance, recreation, rehab, weed control. There is after school hours classroom based instruction-students attend "School" from 3 to 6pm Mon thru Thursday. Home schools send homework. Certified teacher.									



**2006-2007 Year End Report**  
**Title IV Federal Community Service for Suspended and Expelled Students**

<b>1. Students Served: Number of students served this year- 909</b>			
<b>2</b>	<b>Suspended</b>		No. Students
		Male	594
		Female	315
			Number on Probation = 90
<b>3</b>	<b>Expelled</b>		
		Male	10
		Female	5
	<b>Ethnicity of</b>	<b>Participants</b>	
		Alaska Native	16
		Asian	12
		Black	25
		Pacific Islander	2
		White	710
		Hispanic	144
<b>4. Of the total number of students you have served this school year, how many students had the listed special education categories:</b>			
a.	Learning Disability		65
b.	Emotional Disturbance		3
c.	Health Impairment		5
d.	Speech, Language Impairment		2
e.	Cognitive Impairment		5
f.	Developmental Delay		0
g.	Hearing Impairment or Deafness		1
h.	Multiple Disabilities		0
i.	Orthopedic Impairment		2
j.	Visual Impairment		0
k.	Traumatic Brain Injury		1
<b>5. Suspension Reason (Some suspended more than once):</b>			
Drugs		44	
Weapons		12	
Disruptive Behavior		354	
Bullying-Harassment		80	
Truancy		350	
<b>Other: (Indicate reasons)</b>			
Theft/Vandalism		20	
Fighting		33	
<b>6. Expelled</b>			
Drugs		3	
Weapons		1	
Disruptive Behavior		11	
Bullying-Harassment		5	
Truancy		7	
Theft		1	
Other: DDRC Hearings, Tobacco, Disrespect, Incompletes		15	

**2006-2007 Title IV Federal Community Service of  
Suspended and Expelled Students – continued**

<b>7. Some students may have been suspended more than once during the year. Of students served, how many were suspended:</b>	
2-3-times	167
4-5 times	27
5+ times	25
<b>8. Of the total number of students you have served this school year how many:</b>	
Successfully completed program	786
Transitioned back to original school	551
Received a GED	5
Transferred to another school	40
Are now home schooled	1
Left program without completing it	21
Were expelled from program	8
Dropped out of school	7
Are incarcerated	5
Are receiving day treatment	1
<b>9. How many of the total number of students you have served this school year:</b>	
Reduced at least one failing grade	255
Improved their attendance	388
Reduced their discipline referrals	425

## **Title IV Federal Community Services for Suspended and Expelled Students – continued**

### **10. Sampling of program outcomes:**

#### **Bannock**

Providing students with the rules up front, students learn to be effective in community, non profit organizations benefit from student services, parents get involved in what students are doing in program. Students get involved with community organizations as a result of service.

#### **Boise**

In home visits allow parents to connect with the school on a positive basis and discuss their student's problems with a counselor. Improved attendance, improved respect toward others, improved language skills, connection to community, increased awareness of social norms, improved peaceful conflict resolution skills, decreased number of suspensions and discipline referrals, connection with positive adult role models, building a variety of skills through working in community, exposure to career possibilities, enhancement of job skills through service projects, time to process reasons for suspension. Community has benefited from the array of services students have provided.

#### **Blackfoot**

Students work on token economy system-earn dollars for privileges. If tasks not accomplished, they lose funds. Must attend 87% of time, submit assignments and participate daily in CS activities. Restoring the Virginia Theater was a real plus-took two months

#### **Jefferson**

Students have a sense of community, parents support and suggestions for projects. The students learned respect for themselves and their community by picking up garbage and cleaning up after Senior Citizens meals.

#### **Madison**

The tough love approach in many instances works well. Helping students see their own mistakes also works well. Their number of truancies has gone down.

#### **Post Falls**

Successful completion of ATS on assigned days, improved grades, reduction of suspensions, reduction of city vandalism and theft, student volunteers in community, employment opportunities for students.

#### **Soda Springs**

Effectiveness centers on having something for students to do when they are suspended from regular school environment. Neither school nor parents want students roaming free and thinking suspension is a play day. Community benefits by not having to pay for manual labor: shoveling snow, cleaning walkways garbage cleanup, painting sheds, pulling weeds.

### **11. Program barriers to success:**

#### **Bannock County**

Managing the large volume of students with only one full-time employee

#### **Blackfoot**

Finding community service projects in which people are willing to have teenagers participate is sometimes a struggle. Because this is a rural area, transportation is an issue-it sometimes takes longer to reach a site than to do the work. Time also an issue if an organization needs more help than we are in school.

#### **Jefferson**

The program administration was moved to the School District from Probation office, time was lost finding a Coordinator and Assistant. Weather was also a problem at times.

#### **Madison**

The amount of time spent in the program doesn't seem to be enough for students to get the needed benefit of the program. One day is not sufficient to get students to change their behaviors.

#### **Post Falls**

Drop & Dash parents, inconsistent referral process from participating schools, perception that punitive is the fix, tendency to refer repeat students, some like it too much. Limitation of 7 students/day because of van size, allowing students with w/particular offenses to participate (students with violent or sexual offenses cannot be trusted in certain situations), difficult to gauge academic influence when students spend only one or two days in program.

#### **Soda Springs**

Effective personnel that are able to work with students and be available when administrators need them to make the discipline timely.



# SECTION III

## 2006-2007 TRAINING WORKSHOPS

- SDFS 2006-2007 CALENDAR
- STATE TOBACCO TAX –
  - DISCRETIONARY GRANT AWARDS
- ADDITIONAL WORKSHOPS AND TRAINING AWARDS
- REGIONAL TRAINING SCHEDULE AND PARTICIPATION
- REGIONAL TRAINING AND GROUP PARTICIPATION

**IDAHO DEPARTMENT OF EDUCATION**  
**2006- 2007 Safe and Drug-Free Schools Training and Event Calendar**

Month	Day(s)	Location/Time	Event
<b>2006</b>			Check bottom of calendar for contact information.
<b>Sept</b>	<b>10-16</b>	<b>Statewide</b>	<b>Idaho Bullying Awareness Week</b>
	<b>14</b>	<b>Boise, Holiday Inn Airport</b>	<b>SDFS Coordinator Kickoff</b>
	<b>18</b>	<b>ISAT Testing Starts</b>	
	<b>20</b>	<b>Boise, Holiday Inn Airport</b>	<b>21<sup>st</sup> CCCLC Director's Meeting</b>
<b>Oct</b>	<b>5-6</b>	<b>Teacher Conferences</b>	
	<b>6-7</b>	<b>NNU – Nampa</b>	<b>Fetal Alcohol Spectrum Disorder</b>
	<b>10</b>	<b>Boise, Holiday Inn</b>	<b>Violence/Bullying Policies &amp; Procedures</b>
	<b>12</b>	<b>Post Falls, Templin's Resort</b>	<b>Violence/Bullying Policies &amp; Procedures</b>
	<b>17</b>	<b>Twin Falls, Red Lion</b>	<b>Violence/Bullying Policies &amp; Procedures</b>
	<b>18</b>	<b>Pocatello, Holiday Inn</b>	<b>Violence/Bullying Policies &amp; Procedures</b>
	<b>20</b>	<b>Lewiston, Red Lion</b>	<b>Methamphetamines – The Epidemic, ABC</b>
	<b>23-31</b>	<b>National Red Ribbon Week</b>	
	<b>24-25</b>	<b>Nampa, Hispanic Cultural Center</b>	<b>Increasing Protective Factors &amp; Academic Achievement for Latino Students ICHA</b>
	<b>27</b>	<b>Post Falls, Templin's</b>	<b>Methamphetamines – The Epidemic, ABC</b>
<b>Nov</b>	<b>1-3</b>	<b>Parent /Teacher Conference</b>	
	<b>3</b>	<b>Idaho Falls, Shilo Inn</b>	<b>Methamphetamines – The Epidemic, ABC</b>
	<b>9</b>	<b>Boise, JR Williams Bldg</b>	<b>SDFS Advisory Board</b>
	<b>16</b>	<b>National</b>	<b>Great American Smokeout</b>
	<b>17</b>	<b>Boise, Best Western Airport</b>	<b>Methamphetamines – The Epidemic, ABC</b>
	<b>30</b>	<b>Boise, Holiday Inn</b>	<b>Early Age Substance Abuse – INTA</b>
<b>Dec</b>	<b>1</b>	<b>Boise, Holiday Inn</b>	<b>Healing an Angry Heart – INTA</b>
	<b>4</b>	<b>Idaho Falls</b>	<b>Early Age Substance Abuse – INTA</b>
	<b>5</b>	<b>Idaho Falls</b>	<b>Healing an Angry Heart – INTA</b>
	<b>6</b>	<b>Pocatello</b>	<b>Early Age Substance Abuse – INTA</b>
	<b>7</b>	<b>Pocatello</b>	<b>Healing an Angry Heart – INTA</b>
	<b>6-8</b>	<b>Boise Red Lion Downtowner</b>	<b>3-Day National SAP</b>
	<b>12</b>	<b>Lewiston, LCSC</b>	<b>Early Age Substance Abuse – INTA</b>
	<b>13</b>	<b>Lewiston, LCSC</b>	<b>Healing an Angry Heart – INTA</b>
	<b>14</b>	<b>Post Falls, Red Lion</b>	<b>Early Age Substance Abuse – INTA</b>
	<b>15</b>	<b>Post Falls, Red Lion</b>	<b>Healing an Angry Heart – INT</b>
<b>2007</b>			
<b>Jan</b>	<b>12</b>	<b>Pocatello, Century High</b>	<b>Methamphetamines – The Epidemic, ABC</b>
	<b>23</b>	<b>Boise, Doubletree Riverside</b>	<b>Early Age Substance Abuse - INTA</b>
	<b>24</b>	<b>Boise, Doubletree Riverside</b>	<b>Healing an Angry Heart – INTA</b>
	<b>25</b>	<b>Twin Falls, Best American Suite</b>	<b>Early Age Substance Abuse – INTA</b>
	<b>26</b>	<b>Twin Falls, Best American Suite</b>	<b>Healing an Angry Heart – INTA</b>
<b>Feb</b>	<b>6-7</b>	<b>Pocatello, ISU</b>	<b>Increasing Protective Factors &amp; Academic Achievement for Latino Students ICHA</b>
	<b>8</b>	<b>Clarkston, Quality Inn</b>	<b>Parent Support Group Training – CATI</b>
	<b>9</b>	<b>Coeur d'Alene Inn</b>	<b>Parent Support Group Training – CATI</b>
	<b>16</b>	<b>Twin Falls, Ameritel</b>	<b>Methamphetamines – The Epidemic, ABC</b>
	<b>23</b>	<b>Boise, Best Western Airport</b>	<b>Methamphetamines – The Epidemic, ABC</b>
<b>March</b>	<b>1</b>	<b>Twin Falls Best Western Suites</b>	<b>Parent Support Group Training – CATI</b>
	<b>2</b>	<b>Boise, Red Lion Hotel</b>	<b>Parent Support Group Training – CATI</b>
	<b>8</b>	<b>SDFS Advisory Board</b>	
	<b>8</b>	<b>Pocatello, Holliday Inn</b>	<b>Parent Support Group Training – CATI</b>
	<b>9</b>	<b>Idaho Falls, Shilo Inn</b>	<b>Parent Support Group Training - CATI</b>
	<b>28</b>	<b>National</b>	<b>Kick Butt Day</b>
<b>April</b>		<b>National</b>	<b>National Inhalants &amp; Poison Awareness Week</b>
		<b>National</b>	<b>Alcohol Month</b>
	<b>19-21</b>	<b>Statewide, Sun Valley</b>	<b>Idaho Prevention Conference</b>
<b>May</b>		<b>Statewide</b>	<b>SDFS Regional Meetings &amp; Grant Writing Workshops</b>

**For information regarding trainings, registration and costs contact:**

(ABC) - Addictive Behavior Counseling, Methamphetamines, John Rauker, 208-241-1471

(CATI) – Chemical Awareness Training, Inc., Cheryl Watkins, 602-867-7851

(ICHA) – The Idaho Commission on Hispanic Affairs, Juan Saldana, 208-334-4565

(IDFY) – Idaho Drug Free Youth – Amy Bartoo –1-208-664-4339

(INTA) – International Training Associates, Maggi Holly 800-624-1120

POST Academy – Marti Monk 208-884-7321

Red Flags of Idaho – Carol Schubach at ISU – 208-373-1799

[www.sde.state.id.us/safe](http://www.sde.state.id.us/safe)



## 2006-2007 Safe and Drug-Free Schools Discretionary Grant Trainings, Workshops and Conferences

Over 37,800 students, teachers, counselors, administrators, parents, school resource officers and law enforcement personnel participated in presentations, trainings, workshops and leadership camps focused on substance abuse and violence prevention throughout the year.

Grantees through the State Tobacco-Safe and Drug Free Schools Discretionary funds  
Total amount available: \$286,380

Grantee Vendors	Amount Awarded	Training/Workshops/Leadership Camps
Idaho Hispanic Commission	\$80,000	Conducted two trainings-Increasing Protective Factors and Academic Achievement for Latino Students: Training provided for educators in Idaho presenting techniques and ideas on how to best work with Hispanic students and parents, with the objectives of increasing students' success in school. Provided technical assistance throughout Idaho in working with Hispanic students and families.
Idaho Drug Free Youth Summit	\$40,000	Two Youth Leadership Summits in June, 2007 Grant Targhee – June 4-8 Camp LutherHaven – Coeur d'Alene, June 11-15
Idaho Academy of Family Physicians TAR WARS®	\$20,000	Tar Wars is a tobacco-free education program presented by the American Academy of Family Physicians and coordinated in Idaho by the Idaho Academy of Family Physicians (IAFP). The program targets fifth grade students.
Peter Wollheim, PhD	\$12,000	Provides students, teachers, administrator, staff and parents with the basic information, knowledge, skills and attitudes necessary to recognize the warning signs of adolescent suicide and engage in first-line interventions.
Chemical Awareness Training Institute	\$28,380 (partial payment rest paid by Fed. Funds)	Two three-day National Student Assistance Program Training Refresher, with special focus – support students coping with academic and personal pressures.
New Heritage Theater	\$34,311*	*Only \$10,000 was paid to New Heritage for the development of a new play. The tour was not done because of the lack of additional funding from other sources.
Celebrate Graduation	\$550	Recognition awards for students' Celebration Graduation poster entries.
International Training Associates	\$38,000 (partial payment, rest paid by Federal Funds)	The Kindness Campaign: It's Cool to be Kind. Seven school districts will be participating in the pilot program during the 2006-07 school year. Working with the entire staff and student body at each site, the program will focus on changing and/or enhancing the learning and social climate school-wide. Program success will be measured by decreasing incidents of teasing, bullying and harassment. A natural side-effect of creating positive change is the enhancement in social and emotional intelligence.
Addictive Behavior Counseling	\$12,950	Methamphetamines: the epidemic and other drugs including prescription and over the counter drugs.
<b>Total</b>	<b>\$286,380</b>	

### 2006-2007 SDFS Trainings/Workshops/Conferences

Funding	Region	Provided by	Date	Program Title	Hispanic	Students	Admin/ Other	Counsel	Coord	Judicial- Law	Educa tors	Parents & Others	Total Participation
D	2	Wollheim	Sep 18	Suicide Prevention		160					43		203
D	4	Wollheim	Sep 22-25	Suicide Prevention		126							126
D	3	Wollheim	Sep 28	Suicide Prevention		14							14
D	3	Wollheim	Sep 29	Suicide Prevention		188							188
D	2	Wollheim	Oct 3	Suicide Prevention		132	5				26	13	176
DT	3	Eberharter	Oct 10	Violence/Bullying Policies			16	33		29	3		81
DT	1	Eberharter	Oct 12	Violence/Bullying Policies			6	10		3	4		23
D	3	Wollheim	Oct 17	Suicide Prevention		116							116
DT	4	Eberharter	Oct 17	Violence/Bullying Policies			12	6		1	7		26
DT	5	Eberharter	Oct 18	Violence/Bullying Policies			21	19		4	13		57
D	3	Wollheim	Oct 20	Suicide Prevention		102							102
D	2	ABC	Oct 20	Meth			1	7		3	7	5	23
DT	1	ABC	Oct 20	Meth			2	2		1	6	3	14
D	3	ICHA	Oct 24-25	Meth			1	8		4	16	6	35
D	6	ABC	Nov 3	Meth			5				11		16
D	1	Wollheim	Nov 6	Suicide Prevention		98		1			1		100
D	3	Wollheim	Nov 13-14	Suicide Prevention		238	1	1			12	10	262
D	3	ABC	Nov 17	Meth			3	15		1	14	6	35
D	3	INTA	Nov 30	Early Age Substance Abuse				3		1		2	6
D	3	INTA	Dec 1	Healing an Angry Heart				4			3	2	9
D	6	INTA	Dec 4	Early Age Substance Abuse			2	8			2	5	17
D	6	INTA	Dec 5	Healing an Angry Heart			2	14			4	3	23
D	5	INTA	Dec 6	Early Age Substance Abuse			1	8			7	2	18
D	5	INTA	Dec 7	Healing an Angry Heart			1	11			4	3	19
		D = Discretionary											
		H = Hispanic											
		S = Safe and Drug Free											
		DT = Discipline Training											
		P = Post Academy											

## 2006-2007 SDFS Trainings/Workshops/Conferences

[illegible]

## 2006-2007 SDFS Additional Statewide Trainings/Workshops/Conferences

Funding	Region	Provided by	Date	Program Title	Hispanic	Students	Admin/ Other	Counsel	Coord	Judicial- Law	Educat	Parents & Others	Total Participation
													0
D			Aug-May	Tar Wars (70 Districts)		8,000	99						8,099
H			Aug 27	BlockParty,FarmAppreciation	5,000								5,000
S			Sept 13	SDFS Coordr Kickoff			5		102				107
H			Sept 16	ICHA Fiesta-Idaho, Soberfest	2,700								2,700
H			Sept 21-22	ICHA-Issues Training Conf.	1,000								1,000
H			Sept 30	ICHA-Soberfest	400								400
H			Oct 16-19	ICHA-MALDEF Training	19								19
H			Dec 8	ICHA-Int'l Human Rights Cele	100								100
H			March 6-7	ICHA-Increasing Prot. Factors	15								15
S			Apr 18-20	Sun Valley Prevention Conf	900								900
H			Apr 30	El Dia de los Ninos	1,000								1,000
H			May 19	Latino Youth Summit	120								120
H			May 5	Cinco de Mayo	1,800								1,800
H			May 2-5	ICHA-MALDEF Training	16								16
S			May 1-31	Grant Writing Workshops					125				125
				Six Educational Regions									
H													
D			June 4-7	IDFY Youth Summit - CdA		103						34	137
D			June 11-14	IDFY Youth Summit - Targhee		136						35	171
				<b>Totals</b>	<b>11,150</b>	<b>9,44</b>	<b>238</b>	<b>247</b>	<b>327</b>	<b>55</b>	<b>288</b>	<b>176</b>	<b>24,084</b>
		D = Discretionary											
		H = Hispanic											
		S = Safe and Drug Free											
		DT = Discipline Training											
		P = Post Academy											

## Idaho Academy of Family Physicians TAR WARS® - 2006-2007

Tar Wars is a tobacco-free education program presented by the American Academy of Family Physicians and coordinated in Idaho by the Idaho Academy of Family Physicians (IAFP). The program targets fifth grade students.

	<b>Presenters</b>	<b>Participants</b>
	Family Physicians	46
	Dentists	13
	Nurses	10
	Classroom Teachers	1
	Physician Assistants	18
	Medical Students	6
	Race Car Driver	1
	Health Educators	4
	Total Presenters	99
	Schools Visited	132
	Private Schools	7
	Districts	70
	Total Students Reached	8,000+



# SECTION IV

## ANNUAL STUDENT INCIDENT REPORT SCHOOL CAMPUS AND SCHOOL ACTIVITY

### YEAR-END RESULTS AND 2000-2007 COMPARISONS

- TOBACCO, ALCOHOL AND OTHER DRUG DISTRIBUTION, USE AND POSSESSION, SUSPENSIONS AND EXPULSIONS
- STUDENT DISCIPLINARY INCIDENTS AND CONSEQUENCES

HARASSMENT  
VANDALISM  
INSUBORDINATION  
IN SCHOOL SUSPENSIONS  
TRUANCIES

BULLYING  
FIGHTS  
WEAPONS  
OUT OF SCHOOL SUSPENSIONS  
STUDENT EXPULSIONS

### 2000-2007 COMPARISON OF INCIDENTS

- INCIDENT REPORT GLOSSARY
- PERSISTENTLY DANGEROUS (IDAHO UNSAFE SCHOOL CHOICE OPTION POLICY)
- PERSISTENTLY DANGEROUS SCHOOLS GLOSSARY



## **SAFE AND DRUG-FREE SCHOOLS DISCIPLINE INCIDENT DATA**

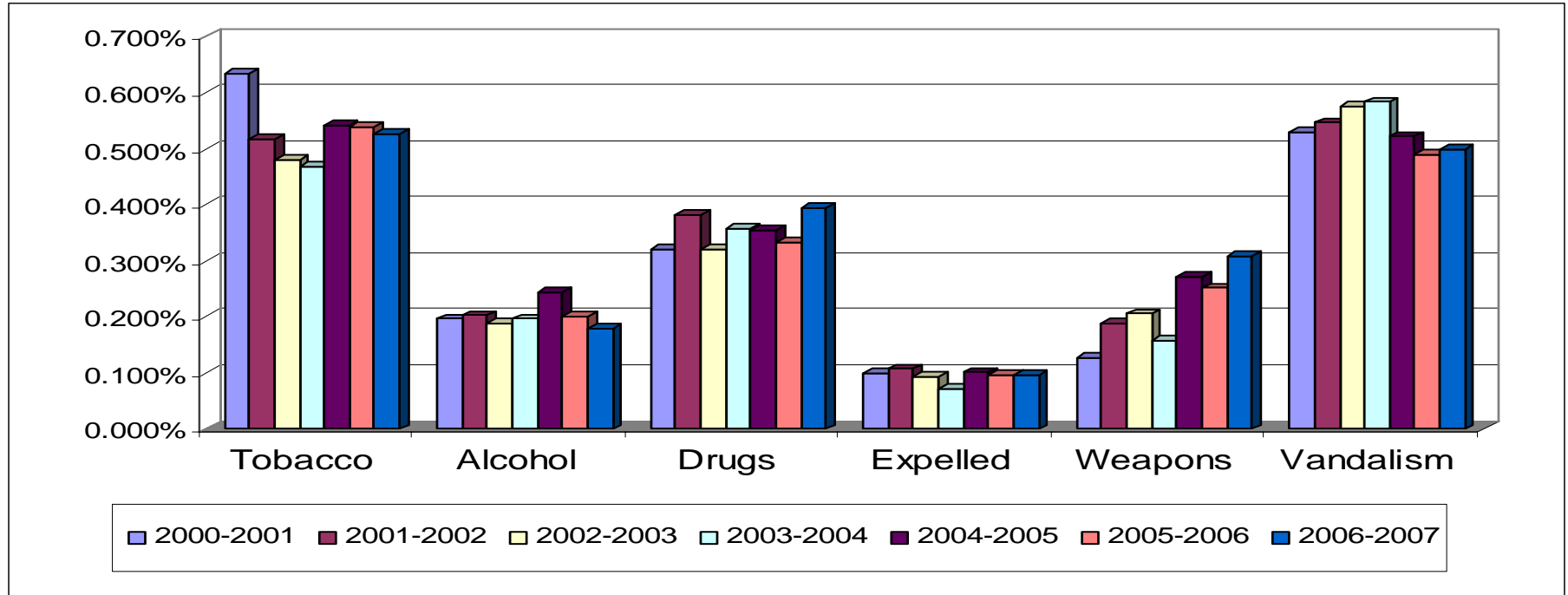
The Annual Incident Report is a web-based report providing a summary of incident data reported by Idaho's school districts. The reports submitted by Local Educational Agencies (LEAs) also are used to supply data to the United States Department of Education as required by the Federal Gun-Free Schools Act and the Safe and Drug-Free Schools and Communities Act. This report covers reported discipline incidents that occurred in Idaho's public schools between July 1, 2006, and June 30, 2007.

As required by Title IX Part E, Subpart 2, Sec. 9532, "Unsafe School Choice Option," each state identifies incidents that meet the criteria of persistently dangerous schools. The 2002-03 school year is the first year for reporting these incidents.

The information contained in this report was provided to the State Department of Education using locally developed collection and reporting procedures. The final submittal of the reports was done on the web-based, on-line reporting system. The responsibility to accurately report incidents rests with school administrators. Each school district determines its own threshold for reporting incidents of violence. This policy is consistent with school policies on discipline, where each school district establishes its own list of infractions and the sanctions imposed for the violation. School district superintendents certify by signature that the information provided is true and correct. Questions about the information should be directed to local school officials.



## Incidents as a Percentage of the Total Number of Students in Idaho

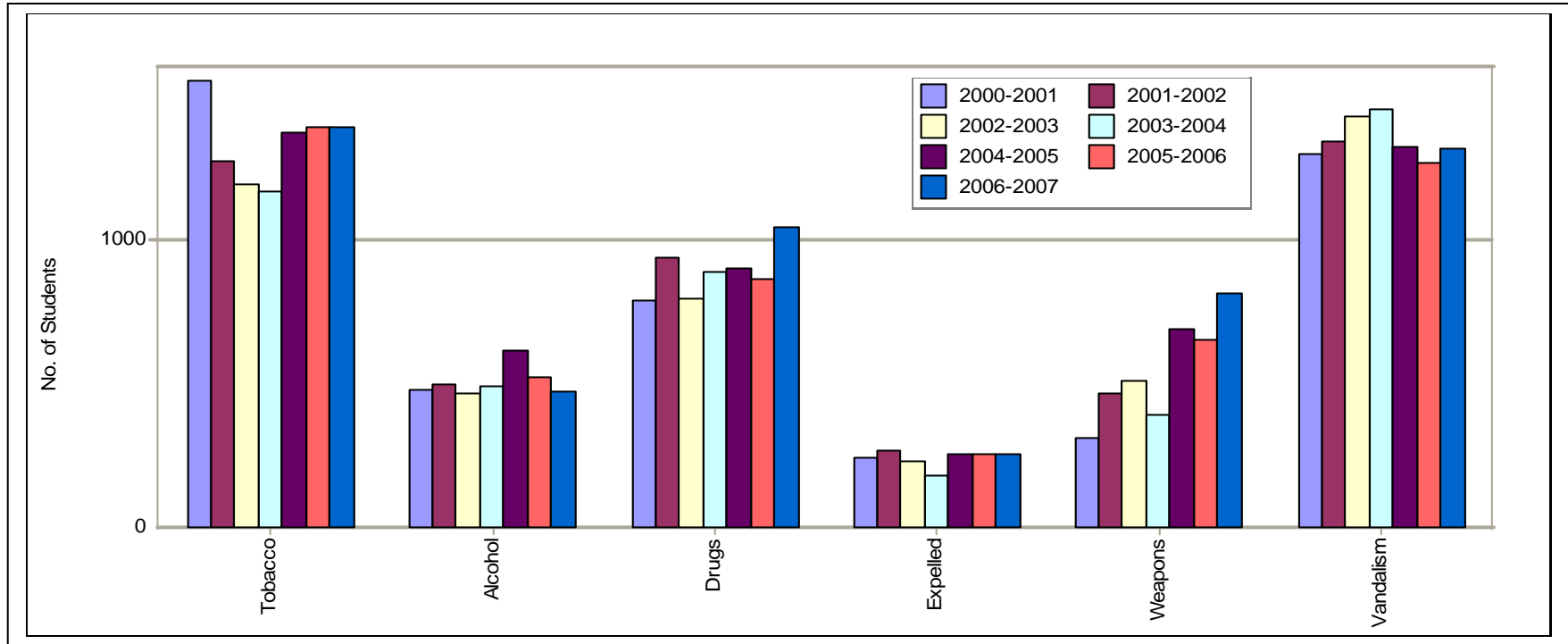


Incidents as a Percentage of Total Enrollment in the State

Years	Tobacco	Alcohol	Drugs	Expelled	Weapons	Vandalism	Enrollment
2000-2001	0.634%	0.196%	0.322%	0.100%	0.127%	0.530%	245,009
2001-2002	0.518%	0.203%	0.381%	0.108%	0.188%	0.547%	246,415
2002-2003	0.481%	0.189%	0.320%	0.093%	0.206%	0.575%	248,515
2003-2004	0.468%	0.197%	0.357%	0.071%	0.158%	0.583%	249,368
2004-2005	0.542%	0.243%	0.355%	0.102%	0.272%	0.522%	253,421
2005-2006	0.538%	0.202%	0.334%	0.098%	0.252%	0.490%	259,123
2006-2007	0.527%	0.179%	0.395%	0.097%	0.309%	0.499%	264,746
Change 2000 to 2007	-0.107%	-0.018%	0.073%	-0.003%	0.182%	-0.031%	19,737

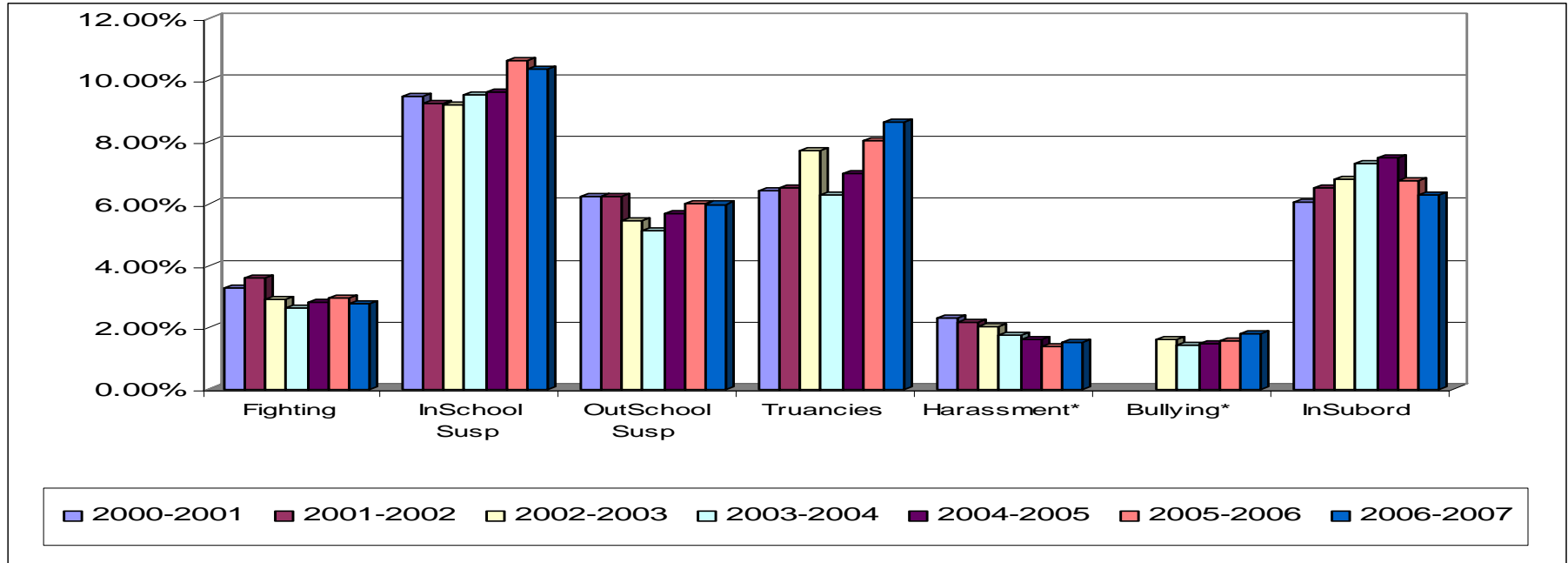
## School Campus and School Activates Incident Report Comparison for

2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07



	Tobacco	Alcohol	Drugs	Expelled	Weapons	Vandalism	Enrollment
2000-2001	1,554	481	788	245	311	1,299	245,009
2001-2002	1,277	499	940	265	464	1,347	246,415
2002-2003	1,196	469	795	232	511	1,430	248,515
2003-2004	1,168	491	891	178	394	1,454	249,368
2004-2005	1,373	617	900	258	689	1,323	253,421
2005-2006	1,395	524	865	253	652	1,270	259,123
2006-2007	1,395	473	1,046	257	817	1,321	264,746

## Incidents as a Percentage of the Total Number of Students in Idaho

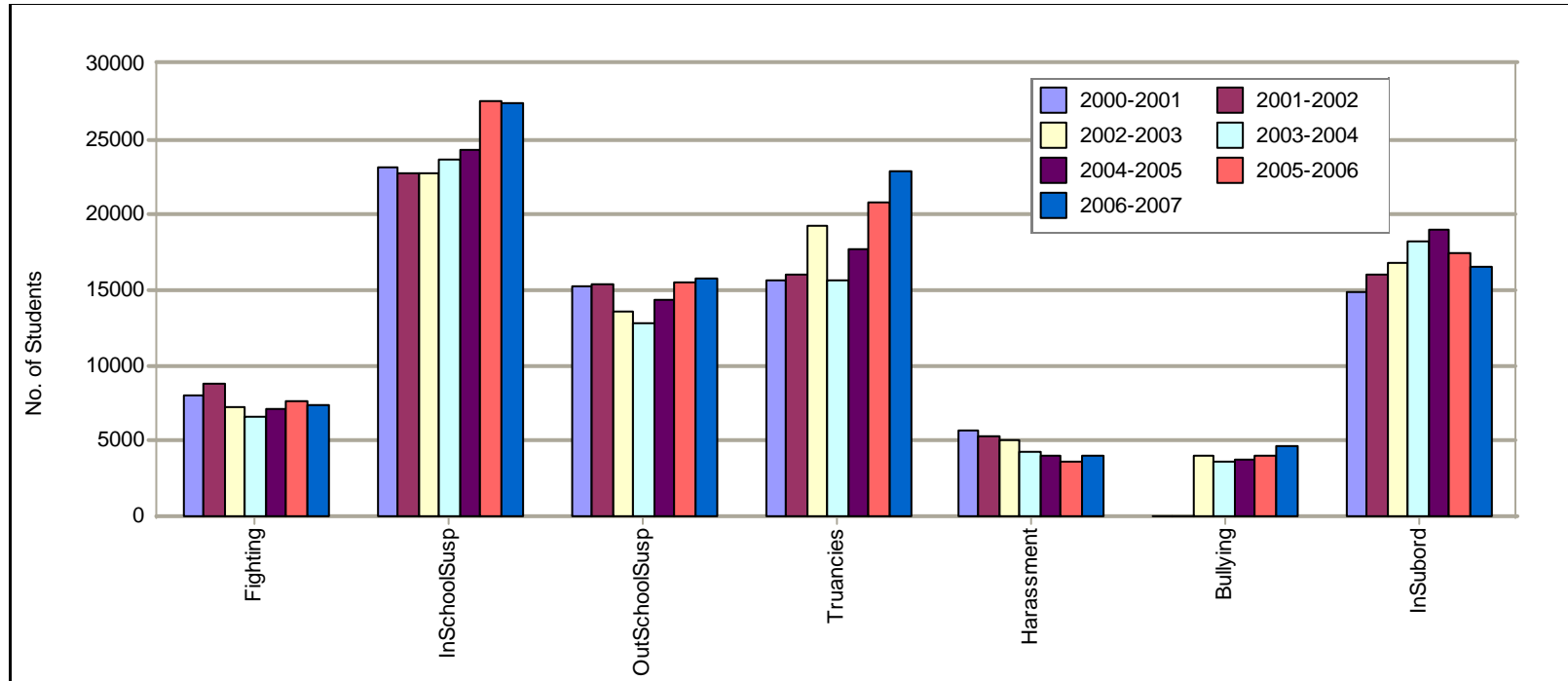


## Incidents as a Percentage of Total Enrollment in the State

Years	Fighting	InSchool Suspension	OutSchool Suspension	Truancies	Harassment*	Bullying*	Insubordination	Enrollment
2000-2001	3.28%	9.45%	6.22%	6.40%	2.31%	N/A	6.05%	245,009
2001-2002	3.59%	9.22%	6.23%	6.52%	2.17%	N/A	6.51%	246,415
2002-2003	2.91%	9.17%	5.45%	7.73%	2.03%	1.60%	6.78%	248,515
2003-2004	2.62%	9.49%	5.12%	6.28%	1.73%	1.43%	7.29%	249,368
2004-2005	2.96%	9.59%	5.69%	6.99%	1.59%	1.47%	7.50%	253,421
2005-2006	2.76%	10.61%	6.00%	8.03%	1.38%	1.55%	6.75%	259,123
2006-2007	2.76%	10.36%	5.98%	8.64%	1.52%	1.78%	6.26%	264,746
Change	-0.51%	0.90%	-0.24%	2.24%	-0.79%	0.18%	0.21%	19,737

\* Since 2002-2003, Harassment has been divided into two categories Harassment and Bullying.

**School Campus and School Activities Incident Report Comparison for**  
**2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07**

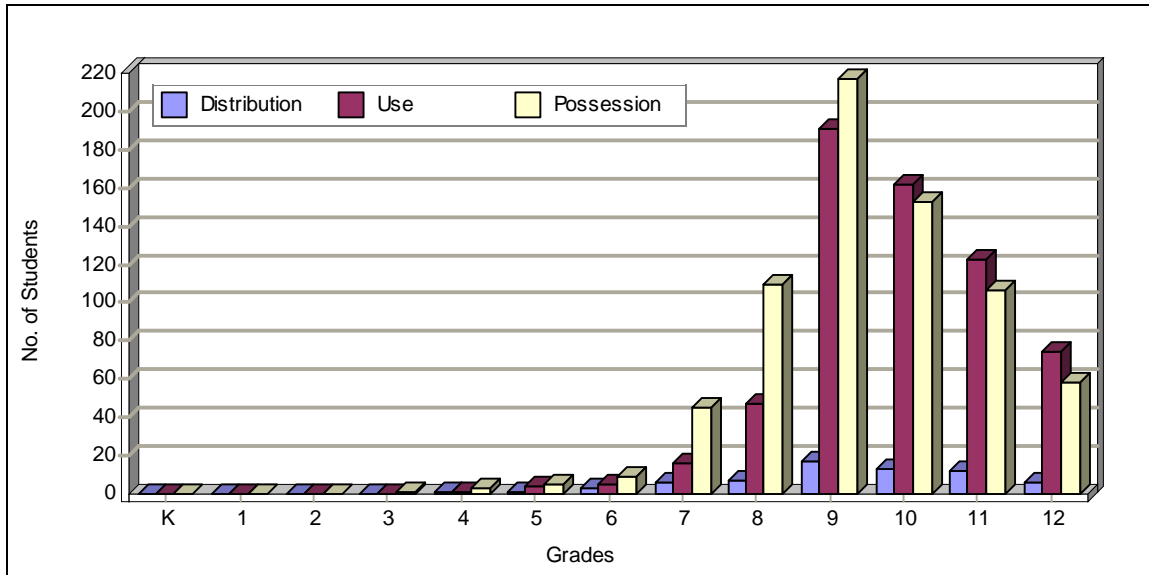


Years	Fighting	InSchool Susp	OutSchool Susp	Truancies	Harassment	Bullying	InSubord	Enrollment
2000-2001	8,029	23,162	15,245	15,684	5,656	N/A	14,833	245,009
2001-2002	8,836	22,718	15,352	16,074	5,352	N/A	16,037	246,415
2002-2003	7,236	22,794	13,532	19,206	5,035*	3,980*	16,851	248,515
2003-2004	6,537	23,674	12,777	15,656	4,312*	3,560*	18,170	249,368
2004-2005	7,118	24,294	14,411	17,713	4,037*	3,723*	19,000	253,421
2005-2006	7,658	27,497	15,558	20,820	3,573*	4,011*	17,483	259,123
2006-2007	7,316	27,417	15,825	22,881	4,028*	4,715*	16,573	264,746

\*Since 2002-2003, Harassment has been divided into two categories Harassment and Bullying.

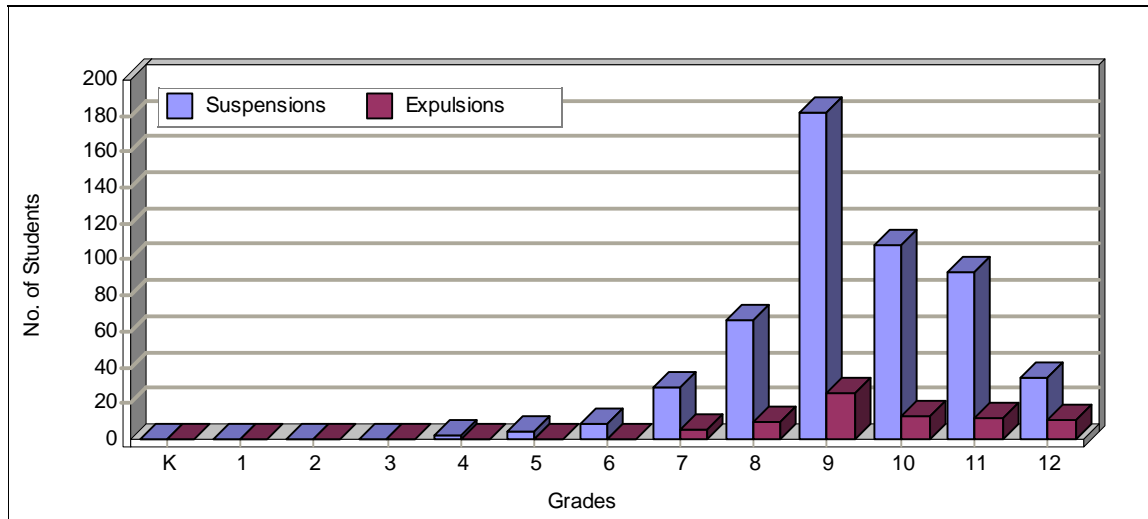
## School Campus and School Activities

### 2006-2007 Student Tobacco Distribution, Use and Possession



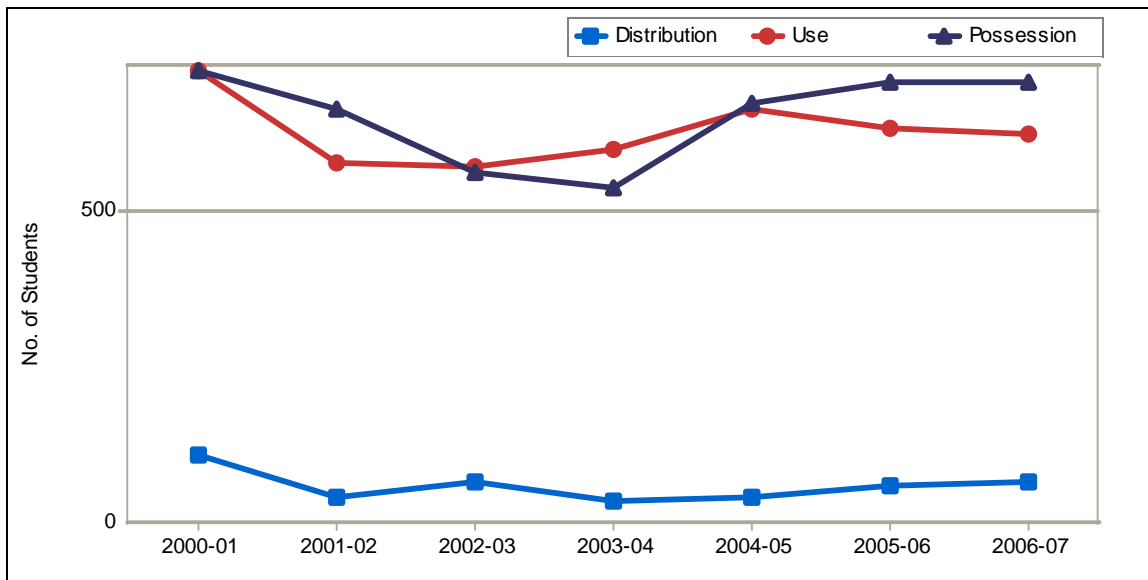
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Distribution	0	0	0	0	1	1	3	6	7	17	13	12	6	66
Use	0	0	0	0	1	4	5	16	47	191	162	123	74	623
Possession	0	0	0	1	3	5	9	45	109	217	153	106	58	706
Totals	0	0	0	1	5	10	17	67	163	425	328	241	138	1,395

### 2006-2007 Student Tobacco Suspensions and Expulsions

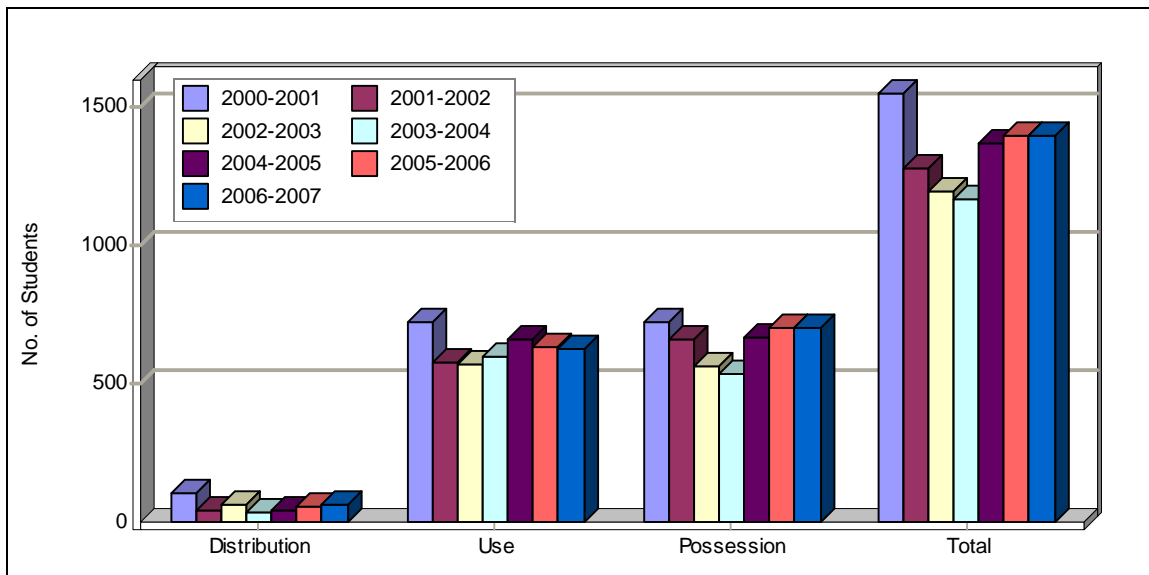


Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Suspensions	0	0	0	0	2	4	9	29	66	182	108	93	34	527
Expulsions	0	0	0	0	0	0	0	5	10	26	13	12	11	77
Totals	0	0	0	0	2	4	9	34	76	208	121	105	45	604

### 2000-2007 Tobacco Incident Comparisons for School Campus and School Activities



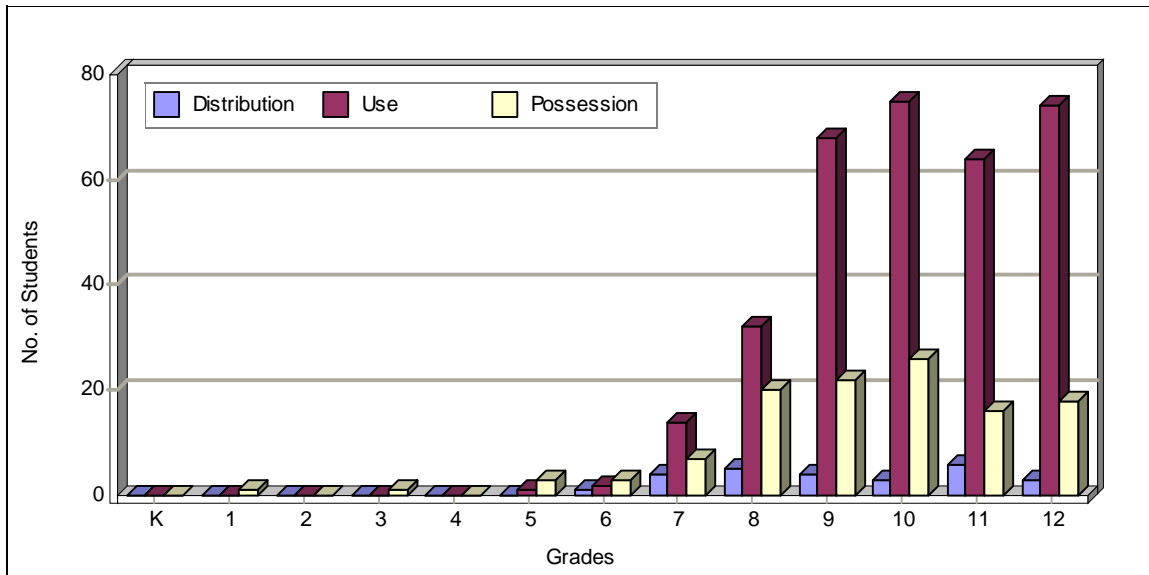
### 2000-2007 Tobacco Incident Comparisons



Years	Distribution	Use	Possession	Total
2000-01	107	724	723	1,554
2001-02	40	576	661	1,277
2002-03	65	571	560	1,196
2003-04	33	599	536	1,168
2004-05	41	661	671	1,373
2005-06	57	632	706	1,395
2006-07	66	623	706	1,395

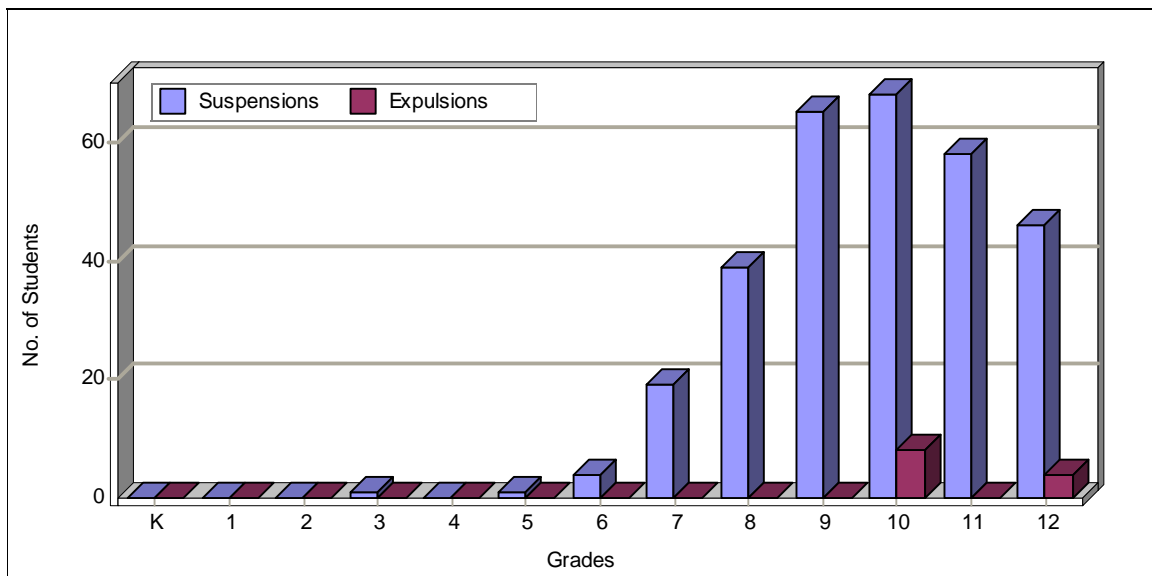
## School Campus and School Activities

### 2006-2007 Student Alcohol Distribution, Use and Possession



Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
<b>Distribution</b>	0	0	0	0	0	0	1	4	5	4	3	6	3	26
<b>Use</b>	0	0	0	0	0	1	2	14	32	68	75	64	74	330
<b>Possession</b>	0	1	0	1	0	3	3	7	20	22	26	16	18	117
<b>Totals</b>	0	1	0	1	0	4	6	25	57	94	104	86	95	473

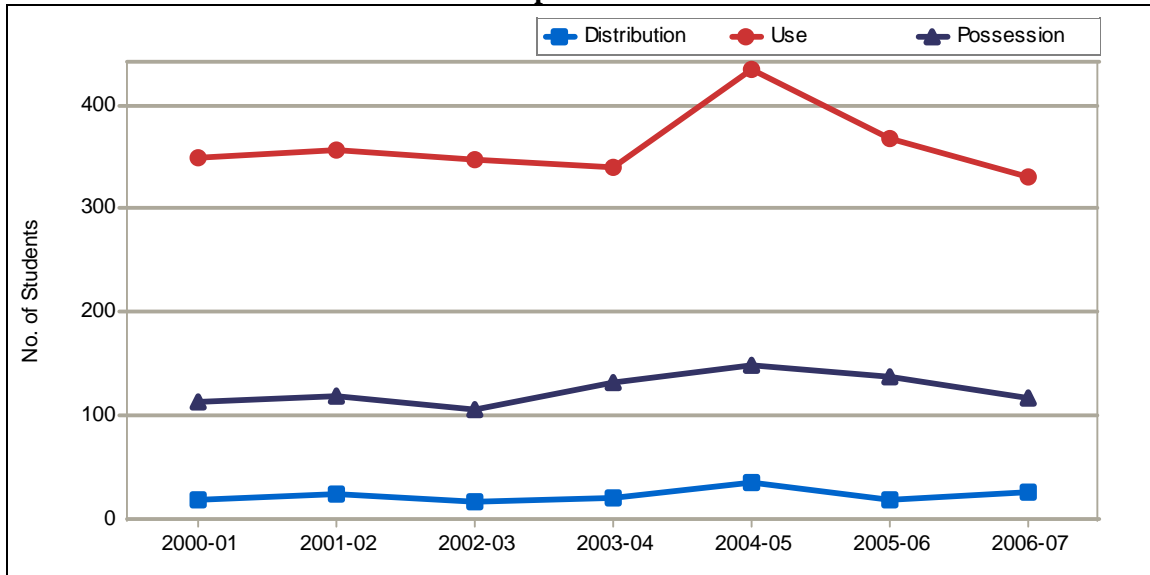
### 2006-2007 Student Alcohol Suspensions and Expulsions



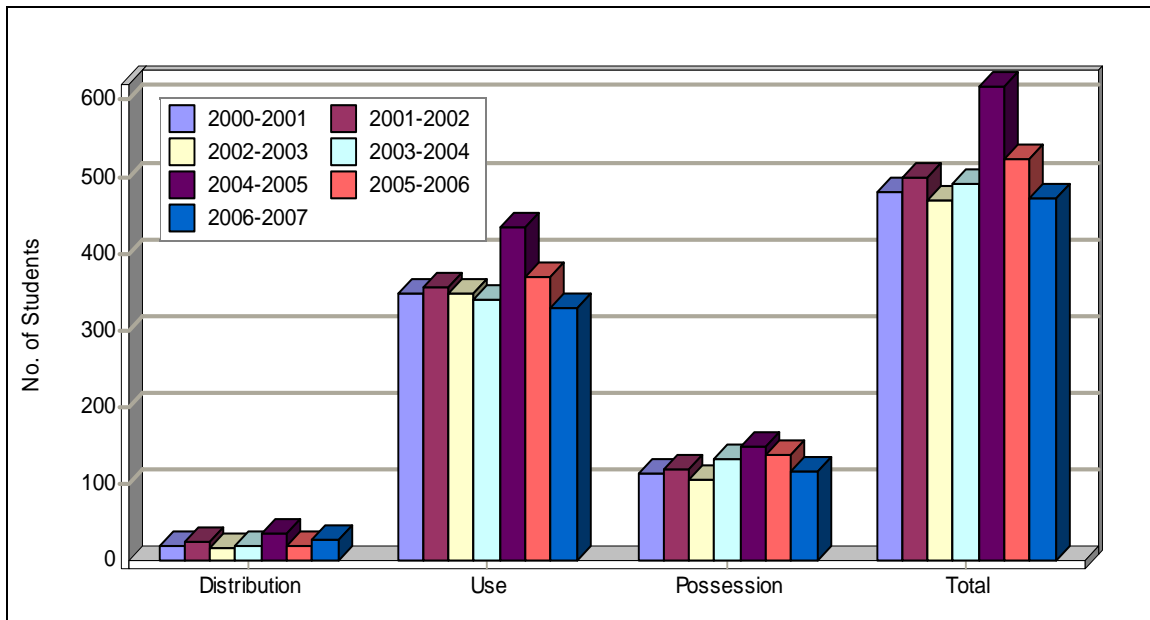
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
<b>Suspensions</b>	0	0	0	1	0	1	4	19	39	65	68	58	46	301
<b>Expulsions</b>	0	0	0	0	0	0	0	0	0	8	0	4	12	12
<b>Totals</b>	0	0	0	1	0	1	4	19	39	65	76	58	50	313



### 2000-2007 Alcohol Incident Comparisons for School Campus and School Activities

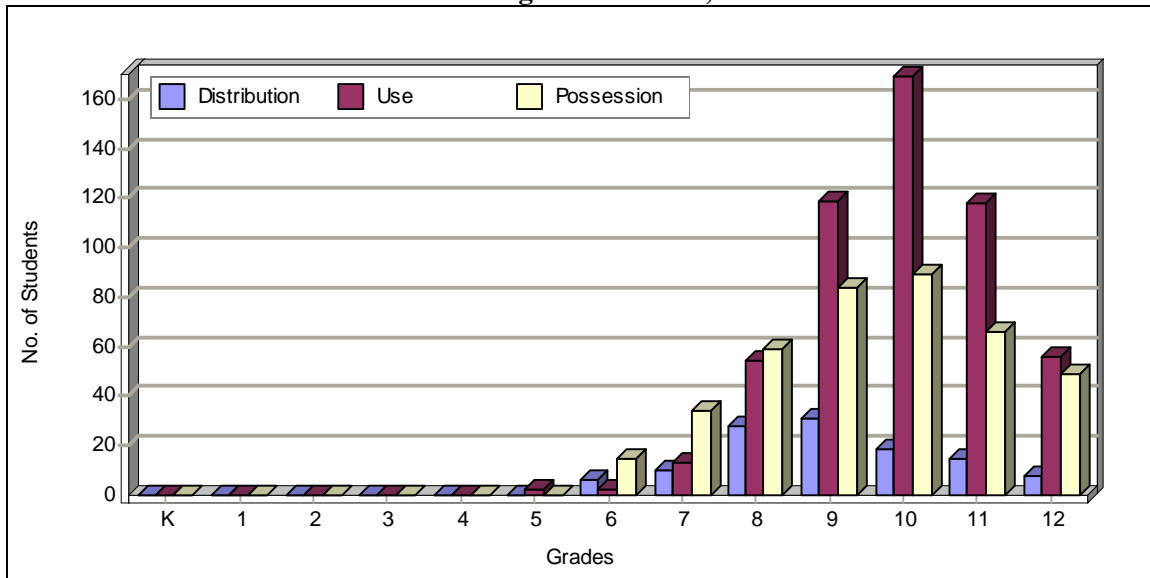


### 2000-2007 Alcohol Incident Comparisons for School Campus and School Activities



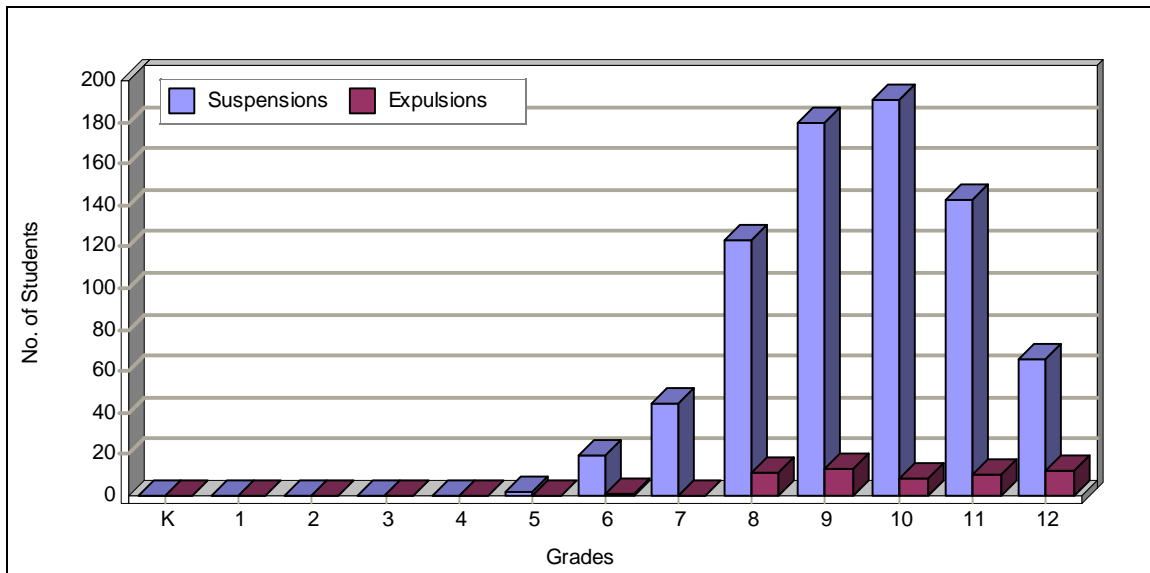
Years	Distribution	Use	Possession	Total
2000-01	19	349	113	481
2001-02	24	357	118	499
2002-03	17	347	105	469
2003-04	20	340	131	491
2004-05	35	434	148	617
2005-06	19	368	137	524
2006-07	26	330	117	473

**School Campus and School Activities**  
**2006-2007 Student Drugs Distribution, Use and Possession**



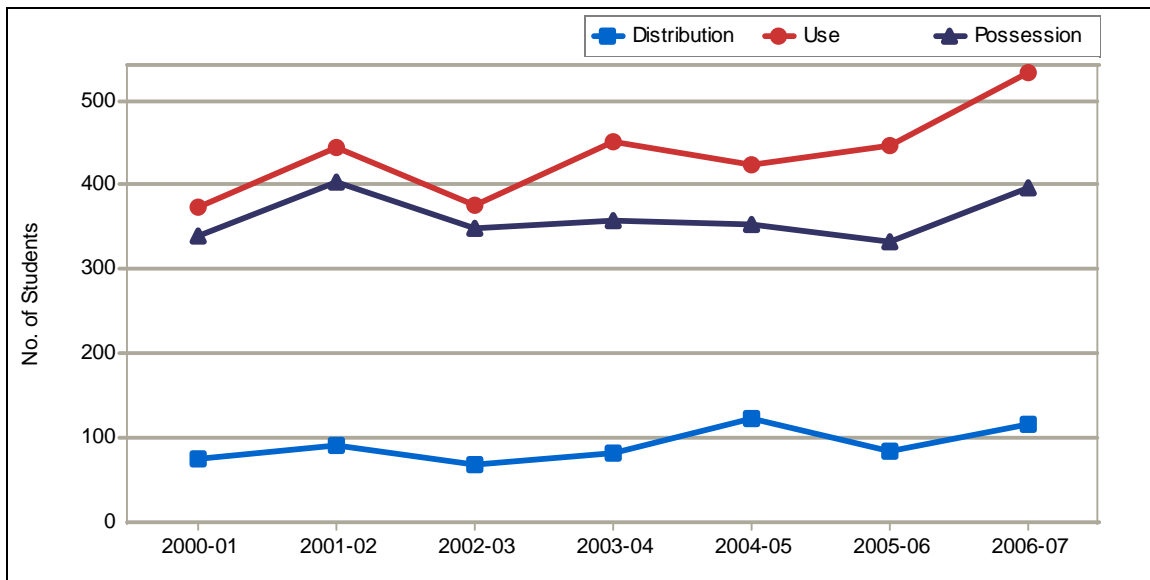
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Distribution	0	0	0	0	0	0	6	10	28	31	19	15	8	117
Use	0	0	0	0	0	2	2	13	54	119	169	118	56	533
Possession	0	0	0	0	0	0	15	34	59	84	89	66	49	396
Totals	0	0	0	0	0	2	23	57	141	234	277	199	113	1,046

**2006-2007 Student Drugs Suspensions and Expulsions**

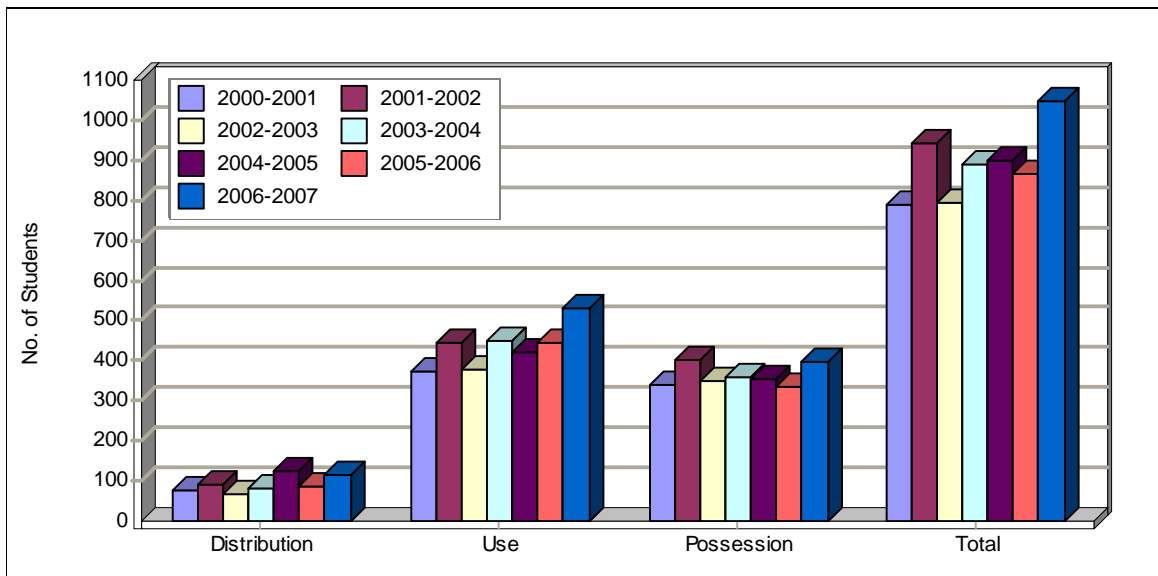


Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Suspensions	0	0	0	0	0	2	19	44	123	180	191	143	66	768
Expulsions	0	0	0	0	0	0	1	0	11	13	8	10	12	55
Totals	0	0	0	0	0	2	20	44	134	193	199	153	78	823

### 2000-2007 Drug Incident Comparisons for School Campus and School Activities

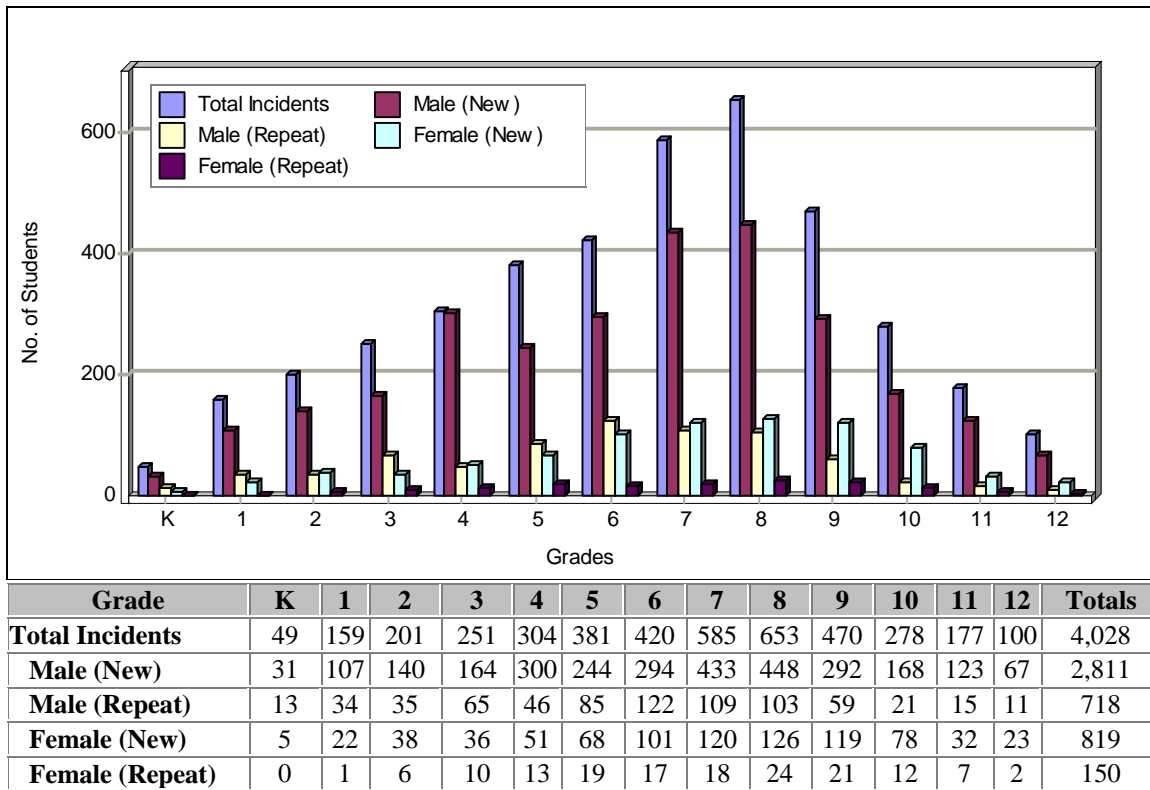


### 2000-2007 Drug Incident Comparisons for School Campus and School Activities

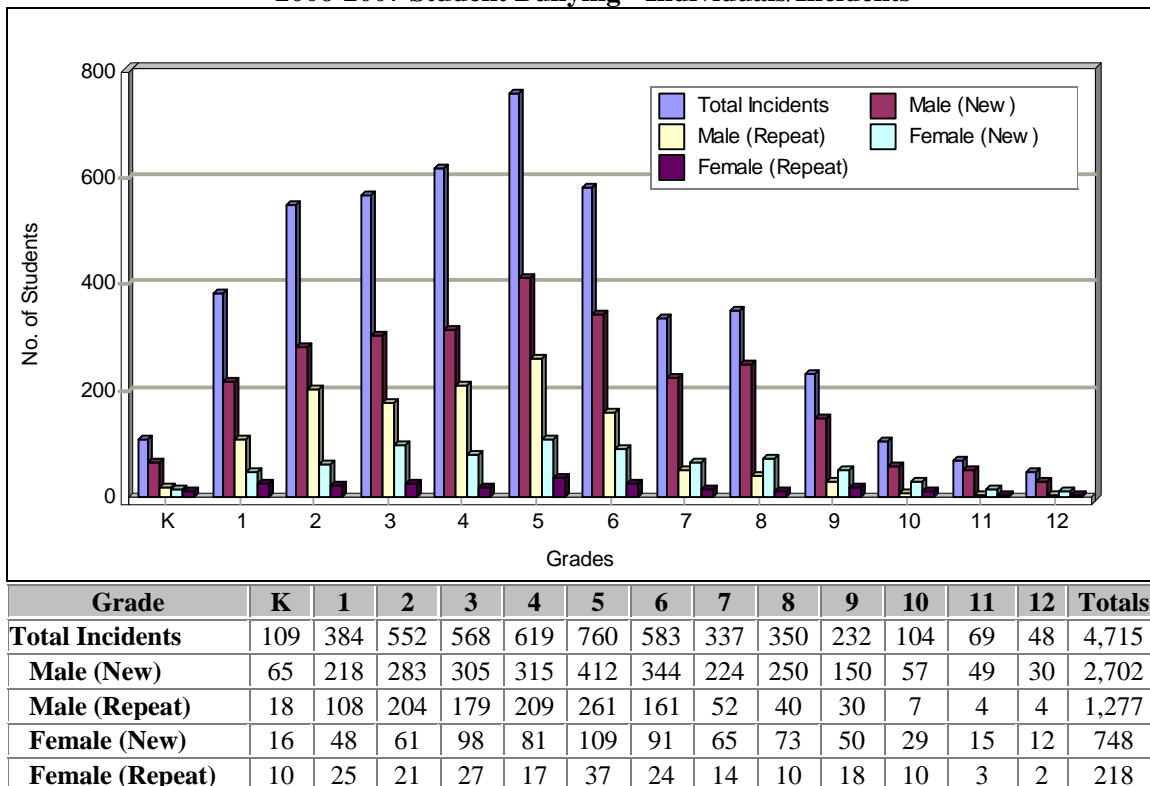


Years	Distribution	Use	Possession	Total
2000-01	75	374	339	788
2001-02	92	445	403	940
2002-03	69	377	349	795
2003-04	83	450	358	891
2004-05	124	423	353	900
2005-06	85	447	333	865
2006-07	117	533	396	1,046

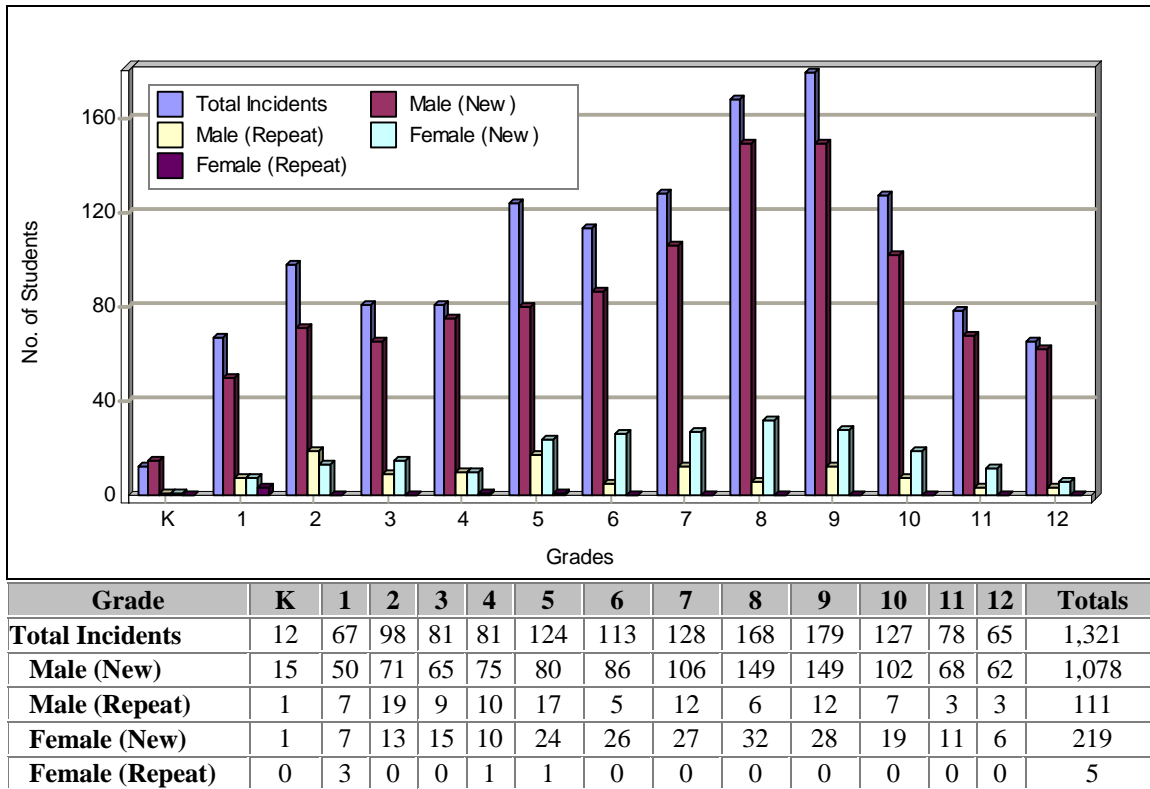
**School Campus and School Activities**  
**2006-2007 Student Harassments - Individuals/Incidents**



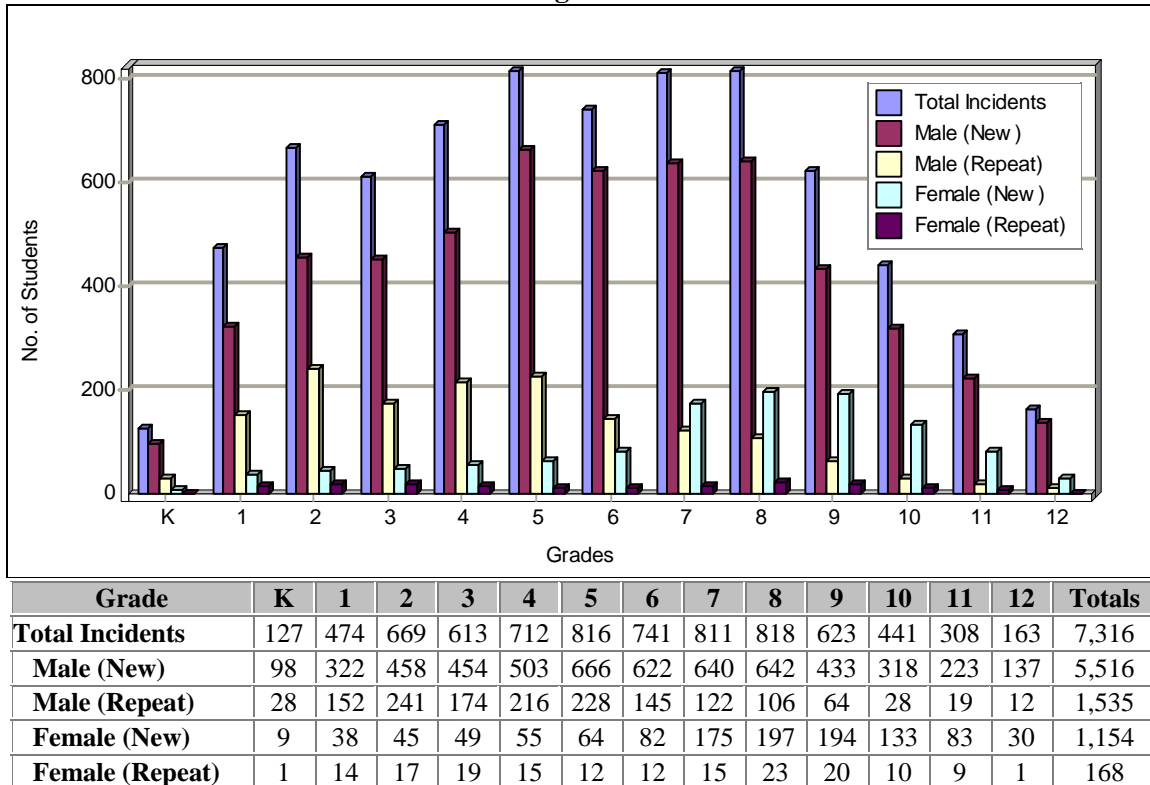
**School Campus and School Activities**  
**2006-2007 Student Bullying - Individuals/Incidents**



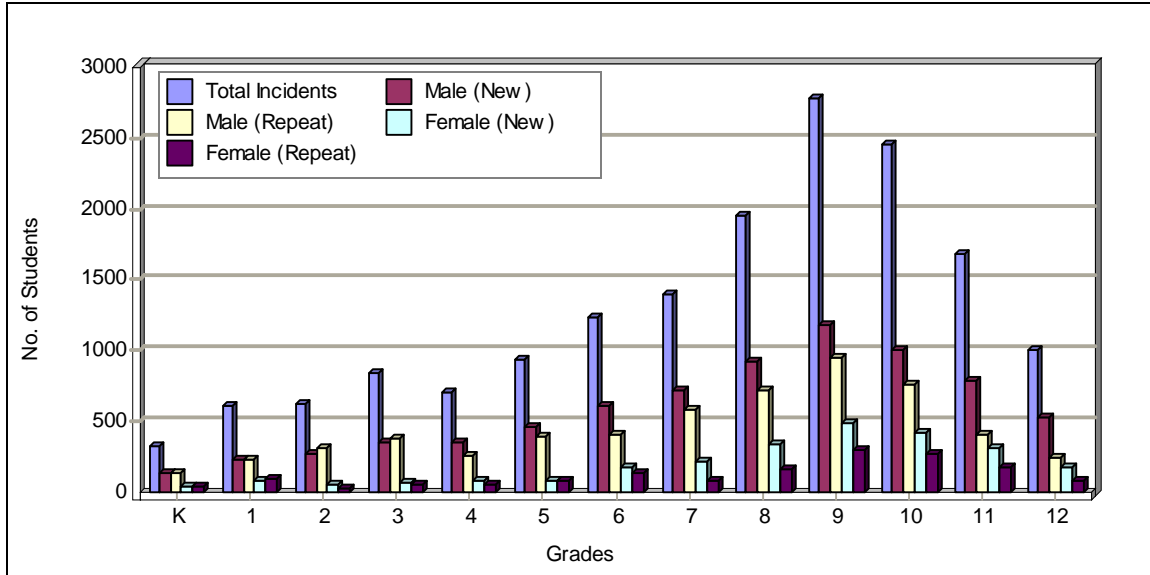
**School Campus and School Activities**  
**2006-2007 Student Vandalism - Individuals/Incidents**



**School Campus and School Activities**  
**2006-2007 Student Fights - Individuals/Incidents**

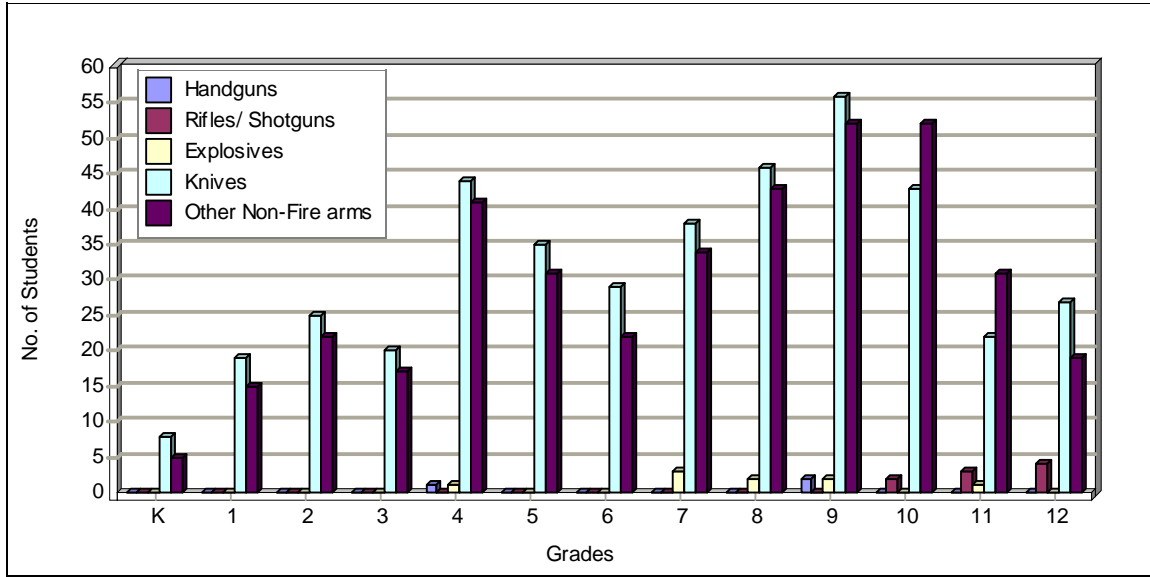


**School Campus and School Activities**  
**2006-2007 Student Insubordination - Individuals/Incidents**



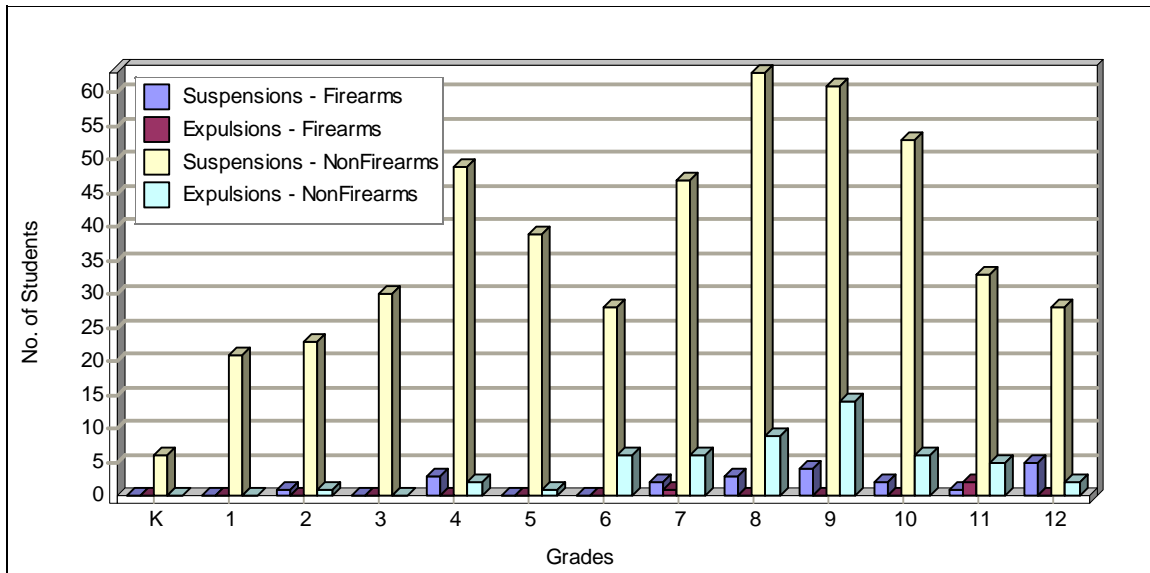
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Total Incidents	331	610	626	846	702	935	1,231	1,395	1,959	2,788	2,457	1,689	1,004	16,573
Male (New)	135	234	265	359	351	458	617	726	920	1,183	1,003	790	530	7,571
Male (Repeat)	131	224	313	378	253	398	414	577	717	944	755	410	246	5,760
Female (New)	37	75	54	72	85	87	171	212	337	489	427	308	171	2,525
Female (Repeat)	39	89	33	52	53	78	134	82	168	294	274	174	83	1,553

### 2006-2007 Weapons on School Grounds



Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Handguns	0	0	0	0	1	0	0	0	0	2	0	0	0	3
Rifles/ Shotguns	0	0	0	0	0	0	0	0	0	0	2	3	4	9
Explosives	0	0	0	0	1	0	0	3	2	2	0	1	0	9
Knives	8	19	25	20	44	35	29	38	46	56	43	22	27	412
Other Non-Fire arms	5	15	22	17	41	31	22	34	43	52	52	31	19	384

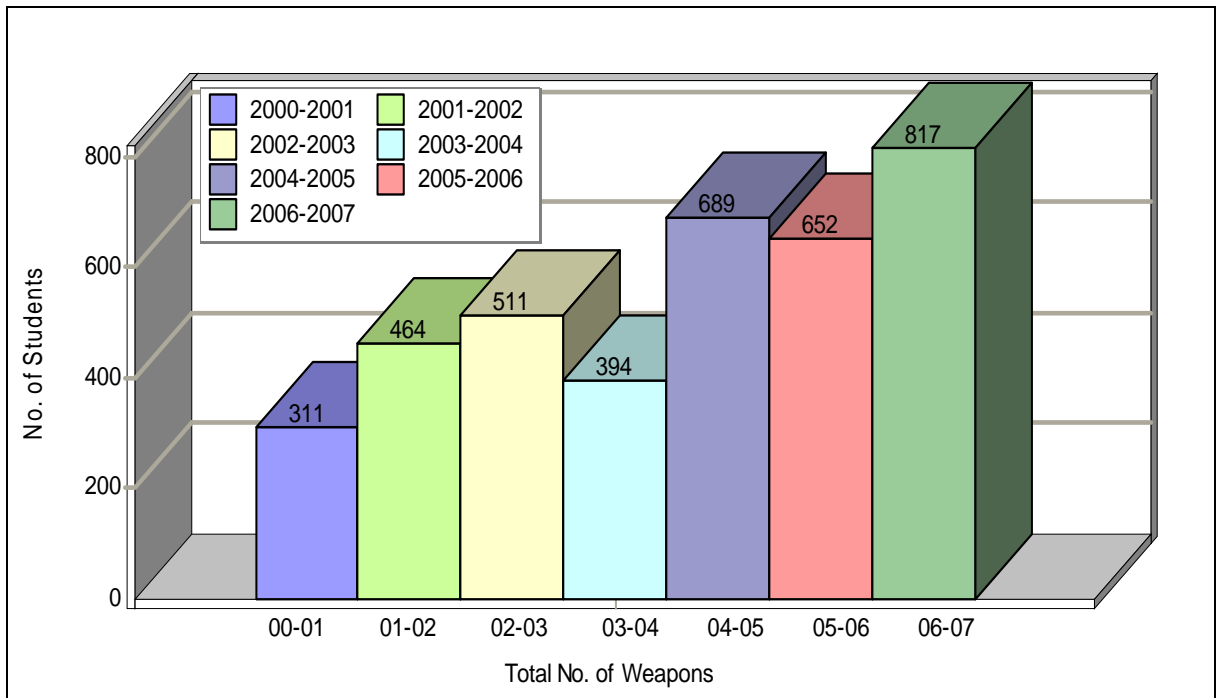
### 2006-2007 Weapons on School Grounds (Suspensions and Expulsions)



Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Suspensions - Firearms	0	0	1	0	3	0	0	2	3	4	2	1	5	21
Expulsions - Firearms	0	0	0	0	0	0	0	1	0	0	0	2	0	3
Suspensions - NonFirearms	6	21	23	30	49	39	28	47	63	61	53	33	28	481
Expulsions - NonFirearms	0	0	1	0	2	1	6	6	9	14	6	5	2	52



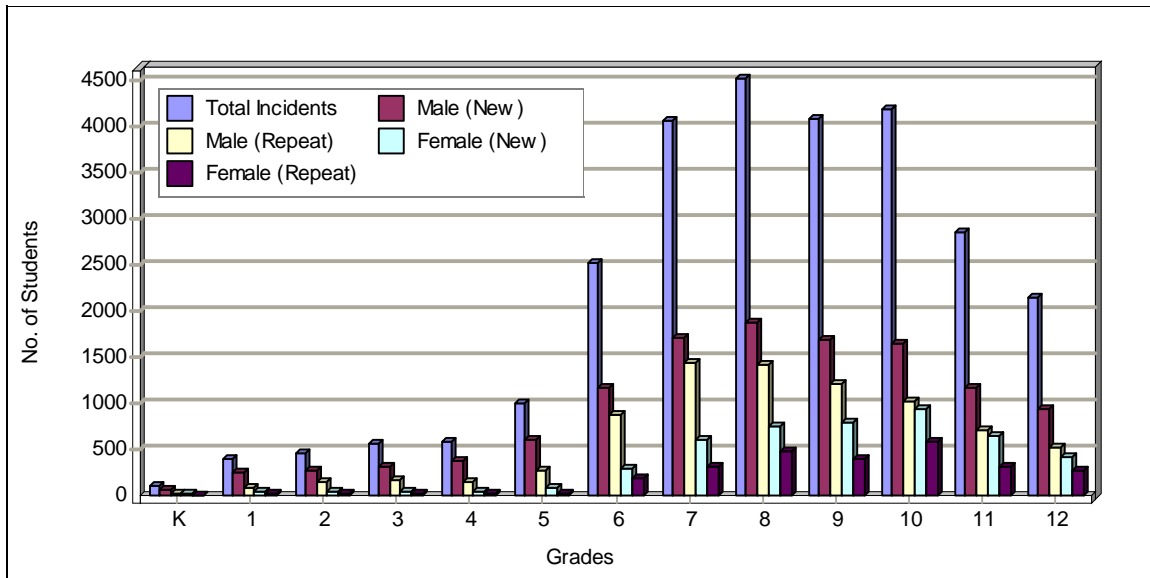
**2000-2007 Total Number of Weapons on School Grounds**



Types of Weapons:

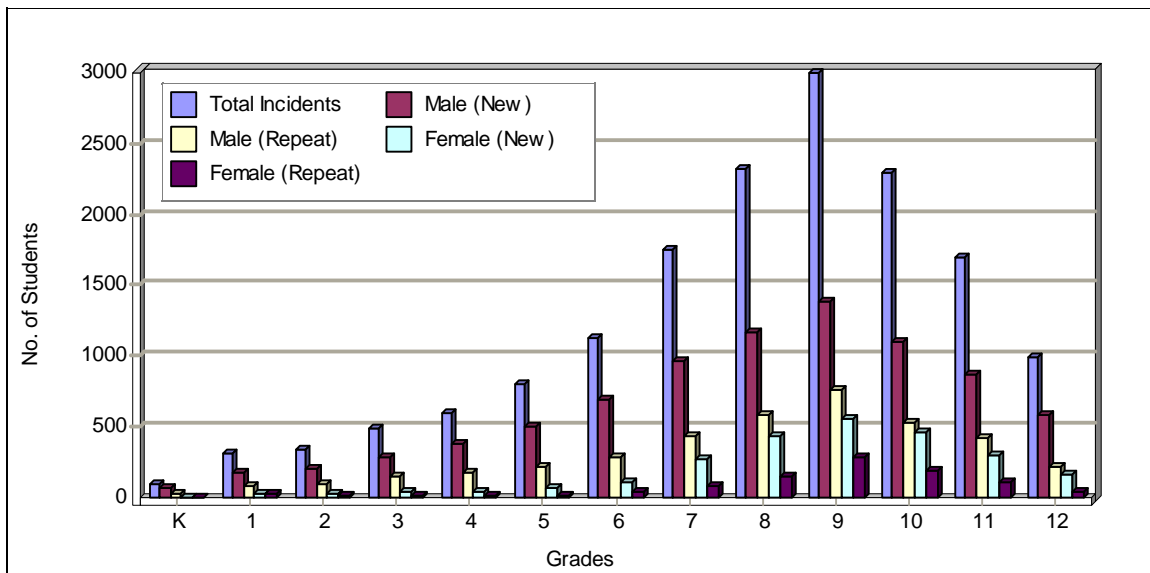
firearms, knives, toy guns, paintball gun, pellet gun, BB guns, nail files, mace, brass knuckles, metal mop handle, matches, fire crackers, lighter, smoke and stink bombs, needles/pins, chain, pencils, pens, police baton, screw driver, razor blades, straight paper clips, baseball bat, box cutters, Chinese star, scissors and sling shot.

### 2006-2007 In School Student Suspensions



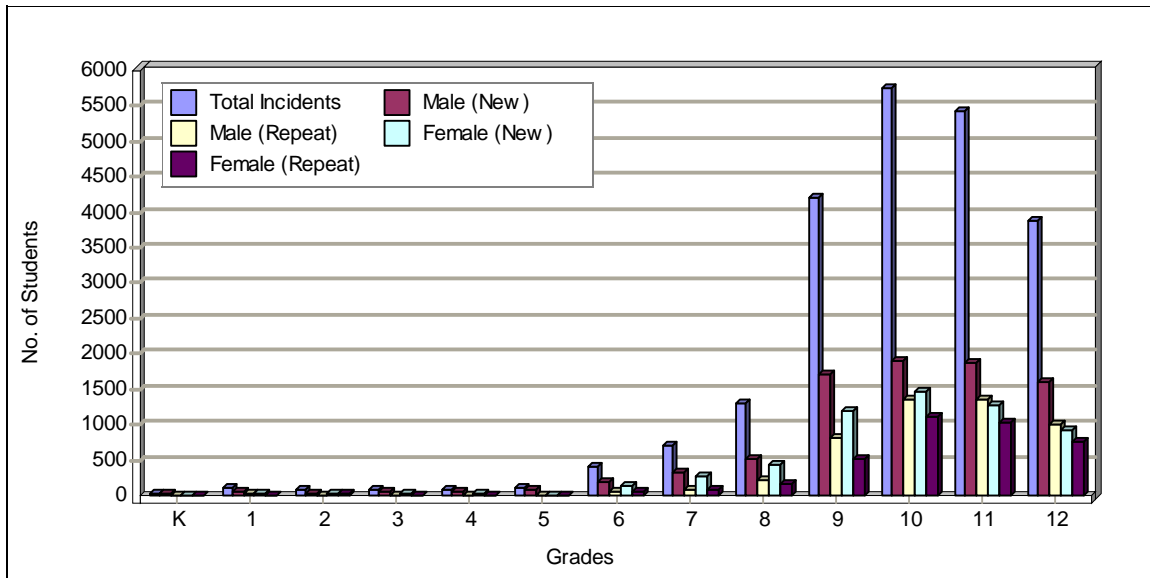
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
<b>Total Incidents</b>	105	388	455	556	583	991	2,517	4,058	4,522	4,071	4,189	2,842	2,140	27,417
<b>Male (New)</b>	55	245	269	313	373	607	1,156	1,715	1,878	1,681	1,649	1,165	936	12,042
<b>Male (Repeat)</b>	28	92	139	176	148	267	883	1,438	1,412	1,202	1,028	717	519	8,049
<b>Female (New)</b>	17	37	36	39	46	87	297	599	759	783	930	655	411	4,696
<b>Female (Repeat)</b>	5	14	11	28	16	30	181	306	473	405	582	305	274	2,630

### 2006-2007 Out of School Student Suspensions



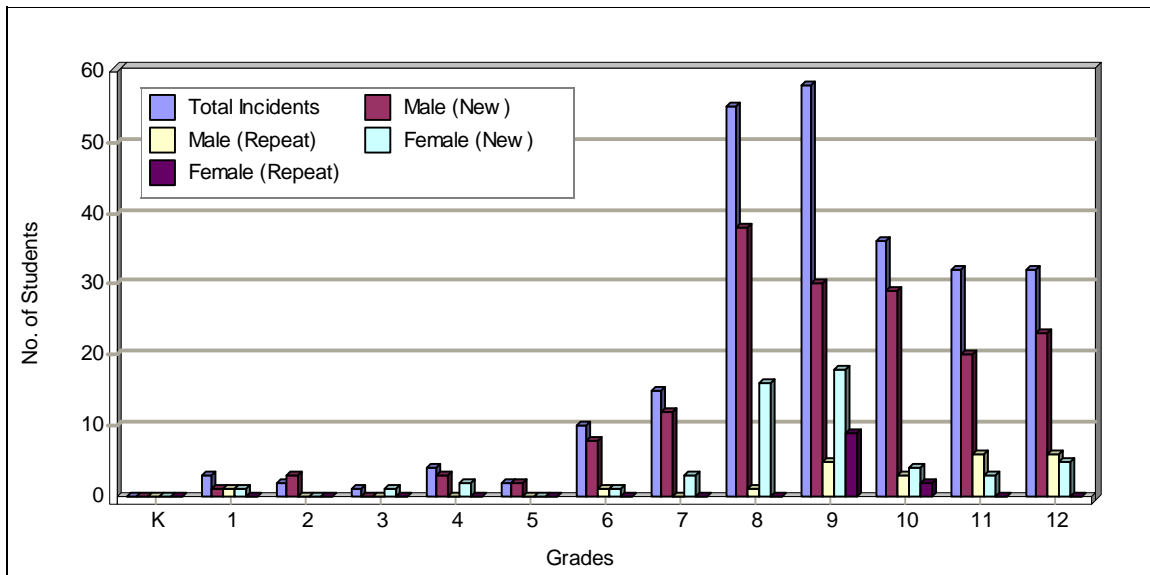
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
<b>Total Incidents</b>	97	315	339	488	603	796	1,124	1,756	2,328	2,999	2,291	1,695	994	15,825
<b>Male (New)</b>	66	180	204	285	376	502	689	965	1,167	1,388	1,098	870	579	8,369
<b>Male (Repeat)</b>	21	81	94	147	180	220	280	437	582	765	536	425	213	3,981
<b>Female (New)</b>	5	31	32	36	38	65	113	274	435	562	467	293	167	2,518
<b>Female (Repeat)</b>	5	23	9	20	9	9	42	80	144	284	190	107	35	957

### 2006-2007 Student Truancies - Individuals/Incidents



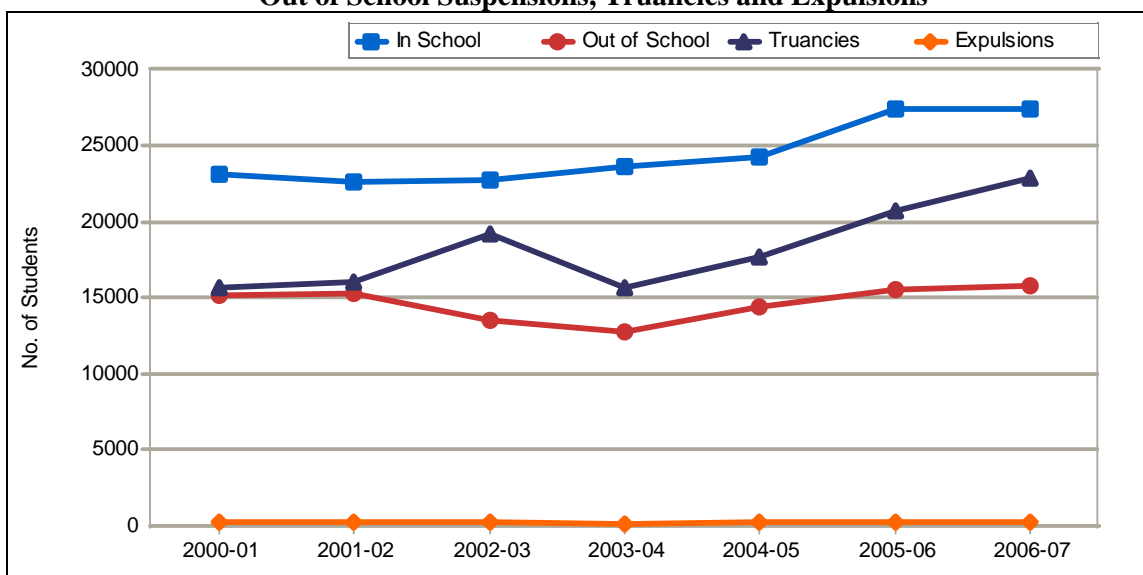
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Total Incidents	39	106	84	86	82	102	417	695	1,299	4,209	5,751	5,422	3,869	22,161
Male (New)	22	53	30	44	44	80	177	317	528	1,708	1,895	1,877	1,593	8,368
Male (Repeat)	6	16	8	11	12	7	67	89	212	805	1,367	1,347	1,001	4,948
Female (New)	9	30	35	29	22	13	131	274	424	1,208	1,455	1,269	929	5,828
Female (Repeat)	1	9	14	4	4	3	46	78	166	510	1,119	1,026	757	3,737

### 2006-2007 Student Expulsions - Individuals/Incidents



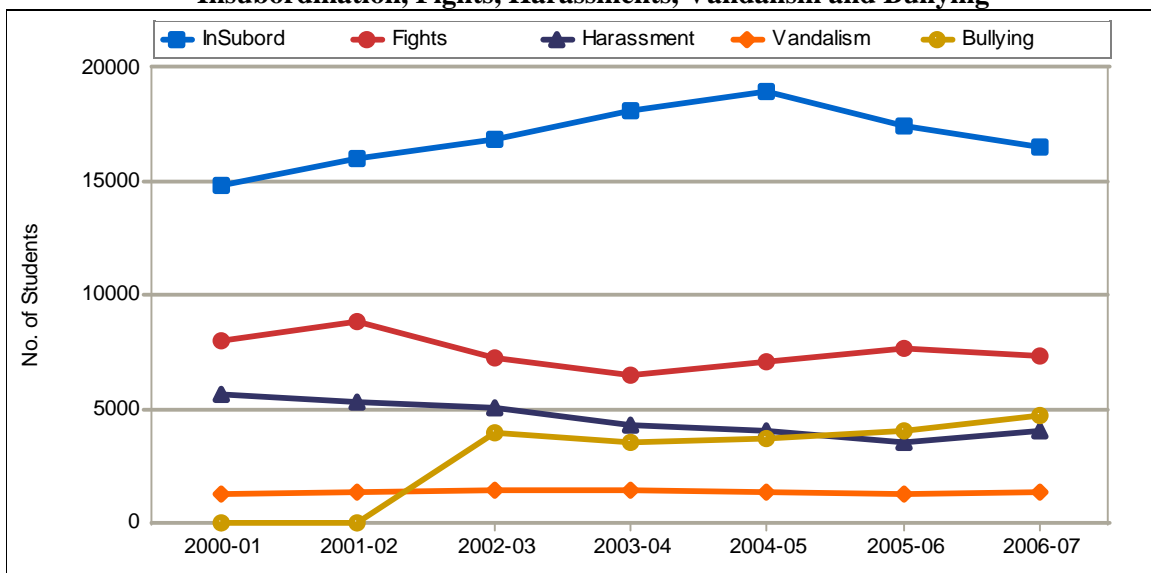
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Total Incidents	0	3	2	1	4	2	10	15	55	58	36	32	32	250
Male (New)	0	1	3	0	3	2	8	12	38	30	29	20	23	169
Male (Repeat)	0	1	0	0	0	0	1	0	1	5	3	6	6	23
Female (New)	0	1	0	1	2	0	1	3	16	18	4	3	5	54
Female (Repeat)	0	0	0	0	0	0	0	0	0	9	2	0	0	11

### 2000- 2007 Comparison of Individuals for In and Out of School Suspensions, Truancies and Expulsions



Years	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
In School	23,162	22,718	22,794	23,674	24,294	27,497	27,417
Out of School	15,245	15,352	13,532	12,777	14,411	15,558	15,825
Truancies	15,684	16,074	19,206	15,656	17,713	20,820	22,881
Expulsions	245	265	232	178	258	253	257

### 2000- 2007 Comparison of Individuals for Insubordination, Fights, Harassments, Vandalism and Bullying



Years	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
InSubord	14,833	16,037	16,851	18,170	19,000	17,483	16,573
Fights	8,029	8,836	7,236	6,537	7,118	7,658	7,316
Harassment	5,656	5,352	5,035*	4,312*	4,037*	3,573*	4,028*
Vandalism	1,299	1,347	1,430	1,454	1,323	1,270	1,321
Bullying	N/A	N/A	3,980*	3,560*	3,723*	4,011*	4,715*

\* Since 2002-2003, Harassment has been divided into two categories Harassment and Bullying.

## INCIDENT REPORT GLOSSARY

**Alcohol:** Any product containing at least 0.5 alcohol by volume or weight. Examples include beer, wine and spirits (vodka, gin or whiskey, etc.)

**Bullying:** Intentional, repeated hurtful acts, words or other behavior such as name-calling, threatening and/or shunning committed by one or more children against another. Bullying may be physical, verbal or emotional in nature.

**Distribution:** Includes sale and/or providing alcohol, tobacco or drugs to another while on school campus or at school sponsored activities.

**Explosives:** Any destructive device which includes any explosive, incendiary or poison gas (bomb, grenade, mine, rocket, propellant charge of more than four ounces), any weapon which may be readily converted to expel a projectile by the action of other propellant and which has any barrel with a bore of more than one-half inch in diameter.

**Expulsion:** Prohibiting school attendance, without services and not being placed in an alternative setting, for ten or more consecutive school days.

**Fighting:** Pushing, shoving, challenging to fight or fighting.

**Firearms:** Only includes center fire or rim fire cartridge firing weapons. Does not include BB guns or pellet guns.

**Harassment:** Includes conduct, whether verbal, written, graphic or physical, relating to student's race, national origin, color, disability or sex that is sufficiently severe, pervasive or persistent.

**Incidents:** All incidents per grade are recorded.

**Male or Female:** Number of individuals involved in each incident by gender.

**New:** First offense by student.

**Repeat:** Second/additional offenses by same student

**Insubordination:** Includes verbal abuse, failure to follow verbal instructions and/or requests.

**Knife:** An object with a sharpened edge or a pocketknife with a blade length of greater than 2 ½ inches.

**Other Drugs:** A substance regulated by the Controlled Substances Act. Examples: marijuana, meth, PCP, designer drugs, heroin, etc.

**Other Non-Firearm Weapon:** All objects, devices, instruments, materials or substances used or intended to be used to inflict death or serious bodily injury. Also includes toy guns, BB guns, pellet guns, air pistols, paint guns, etc.

**Possession:** Drugs, alcohol or tobacco carried by a student while on the school campus or at school sponsored activities.

**Suspensions:**

**In School Suspensions:** The assignment of a student to a restrictive program within the student's regular school day based upon the student's misbehavior.

**Out-of-School Suspensions:** Prohibiting school attendance for fewer than ten consecutive days.

**Tobacco:** A product containing tobacco in any form.

**Truancy:** Unauthorized absence from an assigned class or activity during school hours. For reporting purposes, include any truancy where parents are notified in writing or any other administrative action is taken.

**Use:** Alcohol, tobacco or drug use on school campus or at school sponsored activities.

**Vandalism:** Includes disrespect, destroying, defacing property and/or buildings.

## IDAHO UNSAFE SCHOOL CHOICE OPTION POLICY

### The No Child Left Behind Act of 2001 (ESEA) provides, in part:

"TITLE IX, PART E, SUBPART 2, SEC. 9532. UNSAFE SCHOOL CHOICE OPTION.

(a) UNSAFE SCHOOL CHOICE POLICY.--Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

(b) CERTIFICATION.--As a condition of receiving funds under this Act, a State shall certify in writing to the Secretary that the State is in compliance with this section." PL 107-110, 115 Stat. 1425, 1984-1985 (2002)

The State Department of Education consulted with LEAs and associations involved with public education in Idaho to determine a definition. Based on that consultation, the State Department of Education developed the following definition of "persistently dangerous public elementary school or secondary school." This definition will be used in Idaho to (a) establish state compliance with the federal requirement set forth in ESEA, and (b) determine if any Idaho schools are "persistently dangerous", thus invoking the statutorily-set requirement that students in the identified school be allowed to attend a safe public elementary or secondary school within the local education agency. Pursuant to this Act, the State Department of Education adopts this operational **definition**:

Persistently dangerous public elementary school or secondary school:

In the context of the No Child Left Behind Act of 2001 (ESEA), an Idaho public elementary or secondary school is considered to be persistently dangerous if it meets the following criteria:

In each of three consecutive years, there is one instance of:

Homicide  
Sexual offense  
Kidnapping

or the school exceeds an expulsion or student conviction rate of:

1% of the student body

**or**

3 students, whichever number is greater, for violent criminal offenses or for violations of federal or state gun free schools requirements on school property or at school sponsored events while school is in session.

For the purpose of this definition, a "violent criminal offense" is defined as conduct which could be charged as a felony or misdemeanor involving the threat of or actual physical injury, a sexual offense, homicide, rape, robbery, aggravated assault, aggravated battery, stalking, first degree kidnapping or aggravated arson.

State Board Approved 6/27/03

**2002-2007 Persistently Dangerous Incidents** - (Tracking for these incidents was implemented during 2002-03; aggravated arson, stalking and kidnapping incidents were added to the definition June 27, 2003)

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Aggravated Arson	NA	0	1	1	5
Aggravated Assault	3	1	2	1	2
Aggravated Battery	5	0	3	10	5
Federal Gun-Free Act Violations	7	11	9	4	3
Homicide	0	0	0	0	0
Kidnapping	NA	0	0	0	0
Rape (Sexual Offense)	0	0	4	1	3
Robbery	3	0	1	9	1
Stalking	NA	0	0	0	1
Threat of or Actual Physical Injury	59	1	14	46	30

## PERSISTENTLY DANGEROUS SCHOOLS GLOSSARY

The definitions of most violent offenses, such as homicide and rape, are commonly understood and do not need further clarification. Other terms, such as aggravated assault, aggravated battery and robbery, are subject to individual state definitions and may be misapplied by those not familiar with their legal definitions. Therefore, for purposes of the Unsafe School Choice Options program, the following definitions taken from Idaho Code shall apply:

**Aggravated Arson.** Burning or damaging by fire or explosion a structure or real or personal property, resulting directly or indirectly, in great bodily harm, permanent disability, permanent disfigurement or death of any person, regardless of intent or lack of intent to cause such harm. Ref.: Idaho Code § 18-805

**Aggravated Assault.** An assault with a deadly weapon or instrument, without the intent to kill, or an assault by any means or force likely to produce great bodily harm. Ref.: Idaho Code § 18-905

**Aggravated Battery.** A battery in which a person:

- (a) causes great bodily harm, permanent disability or permanent disfigurement; or
- (b) uses a deadly weapon or instrument; or
- (c) uses any vitriol, corrosive acid or a caustic chemical of any nature; or
- (d) uses any poison or other noxious or destructive substance or liquid; or
- (e) upon the person of a pregnant female, causes great bodily harm, permanent disability or permanent disfigurement to an embryo or fetus. Ref.: Idaho Code § 18-907

**Federal Gun-Free Act Violations -** Firearms include handguns, rifles or shotguns. The following are included within the definition: (Note: This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet guns.)

- any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any destructive device, which includes:
  - (a) any explosive, incendiary or poison gas
    - (1) bomb,
    - (2) grenade,
    - (3) rocket having a propellant charge of more than four ounces,
    - (4) missile having an explosive or incendiary charge of more than one-quarter ounce,
    - (5) mine, or
    - (6) similar device
  - (b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter
  - (c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.

**Homicide.** The unlawful killing of a human being.

**Kidnapping-First Degree.** Any kidnapping committed for the purpose of obtaining money, property or another thing of value for the return or disposition of such kidnapped person, or committed for the purpose of raping, or committing the infamous crime against nature or committing serious bodily injury upon the person kidnapped or committing any lewd and lascivious act upon any child under the age of sixteen.

Ref.: Idaho Code § 18-4502

**Robbery.** The felonious taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear. Ref.: Idaho Code § 18-6501. *Note: Robbery differs from theft because of the physical presence of the victim and the force or fear component used by the perpetrator taking the property from the victim against his will.*

**Sex Offense.** Rape, crime against nature, forcible sexual penetration by use of foreign object, sexual abuse of a child under the age of sixteen, ritualized abuse of a child, sexual exploitation of a child. Includes lewd conduct with a minor child under sixteen, or sexual battery of a minor child sixteen or seventeen years of age. Ref: Idaho Code § 18-1506

**Stalking.** Willfully, maliciously and repeatedly following or harassing another person. Ref.: Idaho Code § 18-7905

**Threat of or Actual Physical Injury.** To express an intent, through word or action, to inflict harm upon another person, coupled with the apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent. Ref.: Idaho Code § 18-901





# SECTION V

## 2006 STATEWIDE SUBSTANCE USE AND SCHOOL CLIMATE SURVEY RESULTS

- ALCOHOL
- TOBACCO USE
- SMOKELESS TOBACCO
- MARIJUANA
- METHAMPHETAMINES
- INHALANTS
- STUDENT ATTITUDES TOWARD ALCOHOL AND DRUG EDUCATION
- PARENTAL SUPERVISION AND STUDENT DRUG USE

# STATE DEPARTMENT OF EDUCATION

## IDAHO SCHOOLS SURVEY SUMMARY DEMONSTRATES THE POWER OF SCHOOL BASED PREVENTION PROGRAMMING

### 2006 STATEWIDE SUBSTANCE USE AND SCHOOL CLIMATE SURVEY

The following charts summarize the statewide results of the 2006 Idaho Substance Use and School Climate Survey, conducted by the Northwest Regional Educational Laboratory (NWREL) for Idaho's State Department of Education. The 2006 survey represented the fifth administration of a survey first used in 1996 and continued in 1998, 2000, 2002 and 2004. This replication permits the documentation of trends in substance use and school climate in Idaho.

**Statewide Sample Size by Grade and Region**

	Region I	Region II	Region III	Region IV	Region V	Region VI	TOTAL
Grade 6	703	529	699	645	712	651	3,939
Grade 8	855	595	673	650	689	948	4,410
Grade 10	621	518	640	683	582	678	3,722
Grade 12	694	491	781	394	426	634	3,420
<b>TOTAL</b>	<b>2,873</b>	<b>2,133</b>	<b>2,793</b>	<b>2,372</b>	<b>2,409</b>	<b>2,911</b>	<b>15,491</b>

### ALCOHOL USE:

Idaho students continue to report substantially lower lifetime prevalence rates than the national average. From 1996 to 2006, prevalence rates in Idaho appear to have dropped, particularly among young students. (The column "Idaho Change" reports the percentage change since the first survey of that grade level.)

**Percentage of Students Who Have Ever Tried Alcohol:** (\*Grade not included in survey for that year.)

Grade	1996		1998		2000		2002		2004		2006		Idaho Change Since First Survey
	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	
Grade 6	*--	24.4	*--	18.4	*--	13.9	*--	17.2	*--	18.2	*--	13.4	-11.0
Grade 8	55.3	49.7	52.5	42.2	51.4	39.6	47.0	38.7	43.9	37.9	40.5	35.8	-13.9
Grade 10	71.8	*--	69.8	62.9	71.4	56.9	66.9	56.7	64.2	55.3	61.5	55.1	-7.8
Grade 12	79.2	67.9	81.4	64.6	80.3	64.1	78.4	62.7	76.9	58.4	72.7	65.7	-2.2

This comparatively low lifetime prevalence of alcohol use is a very positive result. While lifetime use is not an indicator of current use levels of Idaho's students, the fact that students in Idaho are less likely to even experiment with alcohol is a positive finding. It also indicates that middle school is a time when many students try alcohol for the first time. Experts argue for a clear, strong "no use" message for all drugs, including alcohol. Any delay of the first use of alcohol is positive.

### TOBACCO USE:

#### **Smoking Tobacco**

Reported smoking tobacco prevalence among Idaho teens remains far below national rates. In addition, tobacco smoking rates in Idaho have dropped substantially in all grades surveyed since 1996.

**Percentage of Students Who Have Ever Smoked Tobacco** (\*Grade not included in survey for that year.)

Grade	1996		1998		2000		2002		2004		2006		Idaho Change Since First Survey
	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	
Grade 6	*--	8.0	*--	5.2	*--	2.9	*--	3.2	*--	3.7	*--	2.8	-5.2
Grade 8	49.2	28.7	45.7	21.2	40.5	17.3	31.4	12.3	27.9	12.2	24.6	12.3	-16.4
Grade 10	61.2	*--	57.7	40.6	55.1	30.9	47.4	24.9	40.7	23.7	36.1	26.0	-14.0
Grade 12	63.5	48.1	65.3	42.0	62.5	43.6	57.2	33.7	52.8	29.7	47.1	35.7	-12.4

## Smokeless Tobacco

Reported smokeless tobacco use prevalence among Idaho teens also remains far below national rates. Furthermore, use of smokeless tobacco appears to have dropped since 1996, since estimates at all grade levels are lower this year than in 1996.

**Percentage of Students Who Have Ever Tried Smokeless Tobacco** (\*Grade not included in survey for that year.)

Grade	1996		1998		2000		2002		2004		2006		Idaho Change Since First Survey
	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	
Grade 6	*--	3.3	*--	1.8	*--	2.1	*--	1.0	*--	1.5	*--	1.1	-2.2
Grade 8	20.4	8.8	15.0	5.5	12.8	4.7	11.2	5.0	11.0	4.2	10.2	4.9	-3.9
Grade 10	27.4	*--	22.7	13.3	19.1	11.3	16.9	8.0	13.8	9.9	15.0	13.0	-0.3
Grade 12	29.8	21.5	26.2	17.2	23.1	16.1	18.3	15.0	16.7	12.8	15.2	17.8	-3.7

## DRUG USE:

Idaho students continued to report lower lifetime prevalence rates than the national average. For example, whereas 48.2 percent of high school seniors nationwide reported having used drugs at least once in their lifetime, only 37.1 percent of seniors in Idaho reported having used drugs.

**Percentage of Students Who Ever Used Any Drug** (\*Grade not included in survey for that year.)

Grade	1996		1998		2000		2002		2004		2006		Idaho Change Since First Survey
	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	
Grade 6	*--	7.6	*--	5.6	*--	5.7	*--	7.0	*--	9.4	*--	7.9	+0.3
Grade 8	31.2	25.5	29.0	18.0	26.8	17.3	24.5	18.5	21.5	18.6	20.9	18.6	-6.9
Grade 10	45.4	*--	44.9	36.7	45.6	28.1	44.6	34.9	39.8	32.7	36.1	30.3	-6.4
Grade 12	50.8	37.6	54.1	36.2	54.0	35.3	53.0	37.2	51.1	35.4	48.2	37.1	-0.5

## Marijuana:

Idaho students reported lower lifetime prevalence rates of marijuana use than do national samples. Students surveyed reported less marijuana use in 2006 than in 1996, but there was little change from 2000 for eighth- and tenth-grade students.

**Percentage of Students Who Ever Use Marijuana or Hashish** (\*Grade not included in survey for that year.)

Grade	1996		1998		2000		2002		2004		2006		Idaho Change Since First Survey
	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	
Grade 6	*--	2.1	*--	1.6	*--	1.6	*--	1.2	*--	1.3	*--	1.1	-1.0
Grade 8	23.1	14.7	22.2	10.9	20.3	10.2	19.3	8.8	16.3	9.3	15.7	9.5	-5.2
Grade 10	39.8	*--	39.6	31.2	40.3	23.6	38.7	25.5	35.1	23.8	31.8	23.9	-7.3
Grade 12	44.9	33.4	49.1	31.2	48.8	32.0	47.8	29.0	45.1	27.1	42.3	30.3	-3.1

## Methamphetamines:

The student survey included crystal, meth, crank and ice as examples within the category of methamphetamines. When compared to 1996, the reported use of methamphetamines by students in sixth, eighth and 12th grades has declined. When compared to 1998, 10<sup>th</sup> graders' reported use of methamphetamines has also declined.

**Percentage of Students Who Ever Used Methamphetamines** (\*Grade not included in survey for that year.)

Grade	Idaho 1996	Idaho 1998	Idaho 2000	Idaho 2002	Idaho 2004	Idaho 2006	Idaho Change
6	0.7	0.5	0.9	0.5	0.8	0.4	-0.3
8	4.4	2.7	2.9	2.6	2.2	2.1	-2.3
10	*	7.8	6.9	5.5	4.6	3.9	-3.9
12	10.4	8.2	8.6	4.8	5.0	3.8	-6.6

**Inhalants:**

Although inhalant consumption affected only between 4.5 and 11.1 percent of students, it was *the most commonly reported drug use among sixth-grade students*. Compared to 1996, however, the use of inhalants by eighth-grade students has declined. It has also declined among high school seniors, who, when compared to 1996 reported levels, were less likely than eighth-graders to report inhalant use.

**Percentage of Students Who Ever Use Inhaled Substances** (\*Grade not included in survey for that year.)

Grade	1996		1998		2000		2002		2004		2006		Idaho Change Since First Survey
	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	Nat'l	Idaho	
Grade 6	*--	5.7	*--	4.1	*--	4.4	*--	3.5	*--	5.0	*--	4.5	-1.2
Grade 8	21.2	16.0	20.5	10.2	17.9	9.7	15.2	8.2	17.3	9.1	16.1	10.4	-5.6
Grade 10	19.3	*--	18.3	10.7	16.6	11.6	13.5	8.8	12.4	10.2	13.1	11.1	+0.4
Grade 12	16.6	10.0	15.2	7.1	14.2	7.5	11.7	6.0	10.9	7.2	11.1	7.5	-2.5

**Student Attitudes toward Alcohol and Drug Education**

About half of all students reported that school had been their primary source of information about the dangers of drugs and drinking (54.6%). Students indicated that they believed alcohol and drug education should begin in elementary school (57.5%). About 27.4 percent of students felt that it should begin by third grade or earlier, while another 30.1 percent felt that fourth or fifth grade was an appropriate time. About 28.9 percent felt that middle school (sixth, seventh, and eighth grade) was an appropriate time. Girls (83.2%) were slightly more likely than boys (81.0%) to say that alcohol and drug education should begin early in elementary school.

**Parental Supervision and Student Drug Use**

As in 2004, there was again a strong relationship between the level of parental supervision and the level of student drug use. Students who reported low supervision by their parents were much more likely to report low, moderate and high levels of drug use, compared to students who were highly supervised.

A final document detailing the 2006 statewide results of the survey is available on our web site:

<http://www.sde.state.id.us/sdfs/docs/Publications/2006survey.pdf>

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# SECTION VI

## PROGRAM HISTORY

- STATE TOBACCO TAX LEGISLATIVE BACKGROUND
- STATE TOBACCO TAX AND LOTTERY TAX LEGISLATIVE INTENT
- STATE TOBACCO TAX AND FEDERAL IV ELEVEN-YEAR FUNDING OVERVIEW
- STATE TOBACCO TAX AND FEDERAL IV ELEVEN-YEAR FUNDING CHART
- MAP OF GEOGRAPHIC EDUCATION REGIONS

# STATE TOBACCO TAX AND LOTTERY TAX

## I. LEGISLATIVE BACKGROUND

The 1994 Idaho Legislature enacted HB710aa, increasing taxes on tobacco products. The revenues were to be used to fund substance abuse programs in public schools as a way to discourage Idaho youth from the habitual use of tobacco and other drugs. Since that time, due to a variety of reasons, funding for substance abuse efforts has dwindled from a high of \$7 million to the FY2005 appropriation of \$4.7 million.

Following is a brief history of the funding for substance abuse programs:

1994 session	HB710aa increased cigarette and tobacco products tax, but did not contain authority for the State Department of Education to distribute funds to local school districts
1995 session	Spending authority was enacted. Revenues were split between the Department of Juvenile Corrections and State Department of Education (for public schools). Funds not distributed during the first year of the program were added to the schools' portion, allowing a total distribution of \$7 million to public schools beginning July 1, 1995.
1997 session	The split of funding was made permanent. To maintain the \$7 million dedicated fund for schools, the Legislature authorized transfer of \$500,000 in general funds to the State Department of Education Tobacco Fund.
1998 session	Funding for the program fell to \$5.5 million, appropriated from the following sources: \$4.5 million from the cigarette and tobacco product tax, \$500,000 from accrued interest and \$500,000 from a tax on lottery winnings above \$600. However, since no process for transferring revenues from the State Tax Commission to the public school account was authorized, the \$500,000 from the lottery tax was not distributed.
1999 session	Authority to transfer lottery taxes for the public school programs was enacted. Total appropriation for the Safe and Drug-Free Schools Program was \$5.2 million, comprised of the cigarette and tobacco products tax, taxes on lottery winnings above \$600 and a transfer of \$200,000 from the general account.
2000 session	Funding for the Idaho Safe and Drug-Free Schools Program was set at \$4.7 million and has continued at that level since.
2006 session	Funding for the Idaho Safe and Drug-Free Schools Program was set at \$5.5 million.
2007 session	Funding for the Idaho Safe and Drug Free Schools Program was set at \$7 million.

# STATE TOBACCO TAX AND LOTTERY TAX

## II. LEGISLATIVE INTENT

### Legislative Intent

It is legislative intent that the Idaho Safe and Drug-Free Schools Program include the following features:

1. Districts will develop a policy and plan that will provide a guide for their substance abuse programs.
2. Districts will have an advisory board to assist each district in making program decisions.
3. The district substance abuse programs will be comprehensive to meet all student needs. This includes prevention, student assistance programs that address early identification, referral and after care.
4. Districts will submit an annual evaluation of their program effectiveness to the State Department of Education.

Districts also must meet the following federal requirements to receive funds from the U.S. Department of Education through the Title IV Safe and Drug-Free Schools Community Act, which are used in concert with state funds:

1. Districts will base programs on a thorough assessment of information about the drug and violence problems in the school and communities served.
2. Districts will, with the assistance of a local or regional advisory council, establish a set of measurable goals and objectives and design programs to meet those goals and objectives.
3. Districts will design and implement activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence or disruptive behavior among youth.
4. Districts will evaluate programs periodically to assess progress toward achieving goals and objectives; use evaluation results to refine, improve and strengthen programs; and refine goals and objectives as appropriate.

## III. FUNDING CATEGORIES

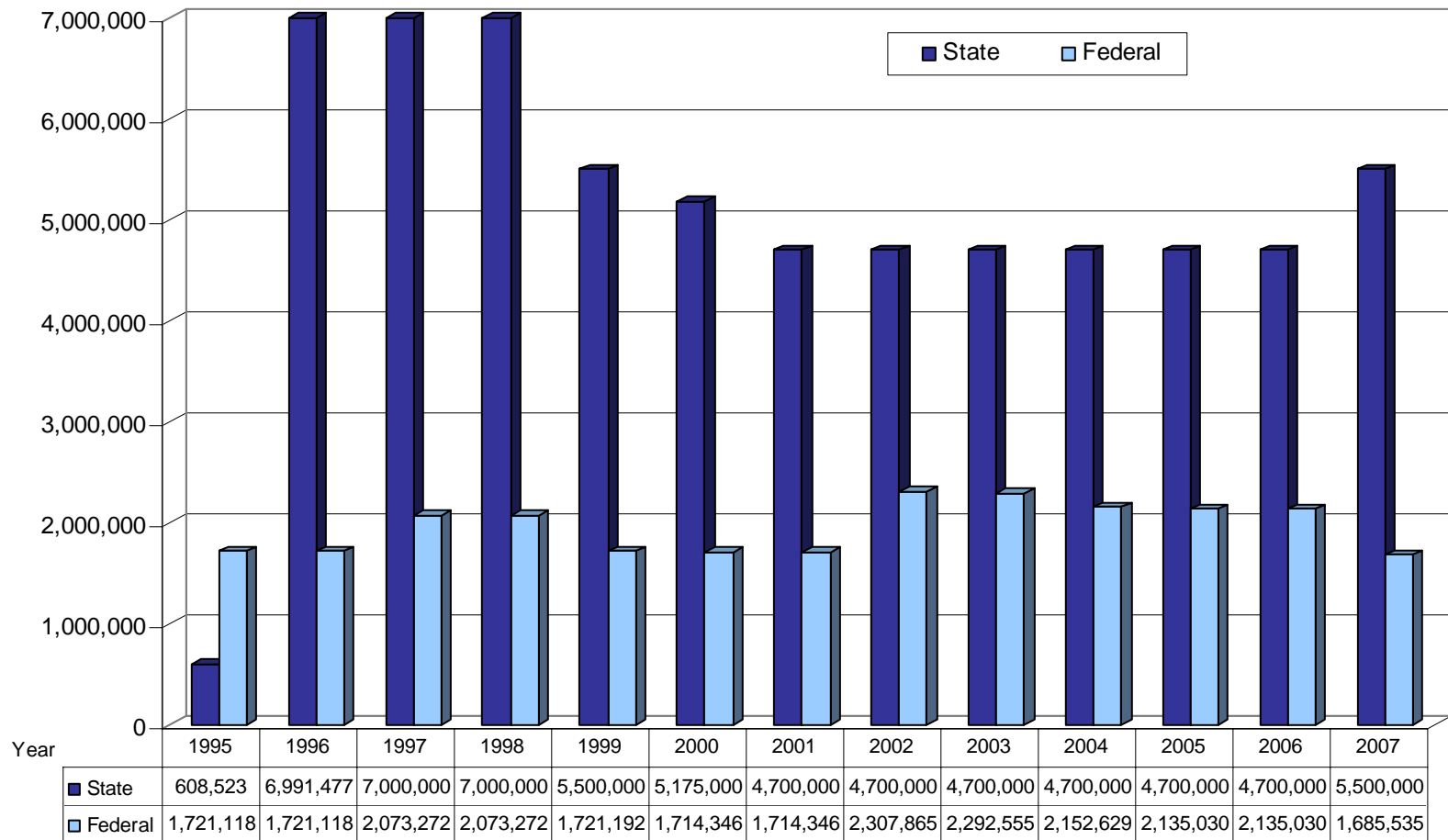
1. ***School District Flow-Through*** – 95% of the total funding is distributed to school districts through a combination of a base amount of \$1,500 and a prorated amount based on each district's prior year's average daily attendance.
2. ***Program Administration*** – An administrative fund of \$100,000 is provided for the Safe and Drug-Free Schools Program administration, technical assistance for school districts, all Safe and Drug-Free School Advisory Board expenses and the statewide Substance Use and School Climate Survey.
3. ***Discretionary Trainings/Grants*** – \$286,380 goes to the Idaho Safe and Drug-Free Schools discretionary funds, which includes \$80,000 distributed annually to the Commission on Hispanic Affairs and the rest is designated for non-profit services working with public schools to prevent alcohol, tobacco or drug abuse among students in K-12 schools.
4. ***Department of Law Enforcement*** - The Legislature also directed that \$200,000 "...shall be remitted annually to the Department of Law Enforcement to increase toxicology lab capacity for drug testing of juveniles."



**IDAHO PUBLIC SCHOOLS**  
**TOBACCO TAX THIRTEEN-YEAR APPROPRIATION OVERVIEW/SAFE AND DRUG-FREE SCHOOLS PROGRAM**  
**Fiscal Years 1995-2007**

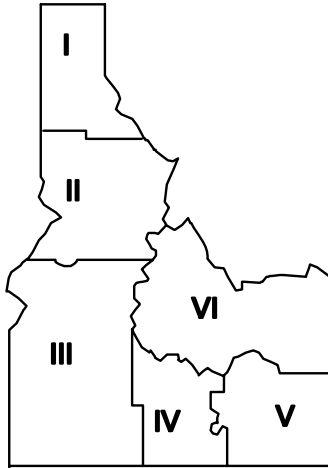
Period	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<i>Appropriation</i>	<i>\$608,523 Emergency Approp.</i>	6,991,477	7,000,000	7,000,000	5,500,000	5,175,000	4,700,000	4,700,000	4,700,000	4,700,000	4,700,000	4,700,000	5,500,000
<b>Plus Revenue</b>													
Interest from Fund Balance	37,616	350,865	192,698	188,563	94,125	52,496	55,526	53,589	52,396	33,979	52,366	263,643	185,477
Income-Tobacco Products	381,801	238,794	244,529	250,907	269,028	273,983	290,201	308,076	333,292	392,080	410,532	439,713	467,727
Income Cigarette Tax	6,537,616	4,454,636	4,460,431	4,454,842	4,313,947	4,355,669	4,170,057	4,177,337	4,312,790	4,252,143	4,209,882	4,348,799	4,487,596
Income-General Fund	-	-	-	500,000	-	200,000	-						
Income-Lottery Winnings	-	-	-	-			125,877	162,453	146,965	95,448	5,058,570	256,760	330,961
	<b>Note 1</b>				<b>Note 2</b>	<b>Note 3</b>				<b>Note 4</b>			
<b>Total Revenue Available</b>	6,957,033	5,044,295	4,897,658	5,394,312	4,677,100	4,882,148	4,641,661	4,701,455	4,845,443	4,773,650	9,731,350	5,308,915	5,471,761
<i>Note 1: There was no spending authority authorized for the period</i>													
<i>Note 2: The tax from lottery winnings was not deposited into SDE.</i>													
<i>No Mechanism put into place for transfer of the money from Tax Commission to the SDE</i>													
<i>Note 3: Mechanism to transfer lottery winnings from Tax Commission to SDE effective FY 2001.</i>													
<i>Note 4: Because of the new cigarette tax and the uncertainty of revenue to be generated, allocation to school districts was \$4.5 million for 2003-2004.</i>													
<i>Comprehensive tracking began in 1997-1998</i>													

## State Tobacco Tax and Federal Title IV Funding History – 1995-2007



## REGIONAL CLASSIFICATION AND DISTRICT NUMBERS

School Districts are further classified as belonging to one of six geographical regions in the state. These regions follow school district boundaries as opposed to county boundary lines.



### CHARTER SCHOOLS

001 Anser Charter, Reg III  
 055 Blackfoot Cmnty Ch, Reg VI  
 455 COMPASS, Reg III  
 456 Falcon Ridge, Reg III  
 001 Hidden Springs, Reg III  
 288 ID Distance Ed Acad, Reg II  
 452 ID Virtual Academy, Reg III  
 458 Liberty Charter, Reg III  
 281 Moscow Charter, Reg II  
 002 North Star Charter, Reg III  
 025 Pocatello Cmnty Ch., Reg V  
 454 Rolling Hills Charter, Reg III  
 139 Thomas Jefferson Ch. Reg III  
 451 Victory Charter, Reg III  
 093 Whitepine Charter, Reg II

### REGION I (13 Districts)

041 St. Maries  
 044 Plummer/Worley  
 083 West Bonner County  
 084 Lake Pend Oreille  
 101 Boundary County  
 271 Coeur d'Alene  
 272 Lakeland  
 273 Post Falls  
 274 Kootenai  
 391 Kellogg  
 392 Mullan  
 393 Wallace  
 394 Avery

### REGION II (15 Districts)

171 Orofino  
 241 Grangeville  
 242 Cottonwood  
 281 Moscow  
 282 Genesee  
 283 Kendrick  
 285 Potlatch  
 287 Troy  
 288 Whitepine  
 302 Nezperce  
 304 Kamaiah  
 305 Highland  
 340 Lewiston  
 341 Lapwai  
 342 Culdesac

### REGION III (31 Districts)

001 Boise  
 002 Meridian  
 003 Kuna  
 011 Meadows Valley  
 013 Council  
 071 Garden Valley  
 072 Basin  
 073 Horseshoe Bend  
 131 Nampa  
 132 Caldwell  
 133 Wilder  
 134 Middleton  
 135 Notus  
 136 Melba  
 137 Parma  
 139 Vallivue  
 191 Prairie Elementary  
 193 Mountain Home  
 221 Emmett  
 363 Marsing  
 364 Pleasant Valley  
 365 Bruneau-Grand View  
 370 Homedale  
 371 Payette  
 372 New Plymouth  
 373 Fruitland  
 421 McCall-Donnelly  
 422 Cascade  
 431 Weiser  
 432 Cambridge  
 433 Midvale

### REGION IV (22 Districts)

061 Blaine County  
 121 Camas County  
 151 Cassia County  
 192 Glenns Ferry  
 231 Gooding  
 232 Wendell  
 233 Hagerman  
 234 Bliss  
 261 Jerome  
 262 Valley  
 312 Shoshone  
 314 Dietrich  
 316 Richfield  
 331 Minidoka County  
 411 Twin Falls  
 412 Buhl  
 413 Filer  
 414 Kimberly  
 415 Hansen  
 416 Three Creek  
 417 Castleford  
 418 Murtaugh  
 596 ID School for the  
     Deaf and the Blind

### REGION V (14 Districts)

021 Marsh Valley  
 025 Pocatello  
 033 Bear Lake  
 052 Snake River  
 058 Aberdeen  
 148 Grace  
 149 North Gem  
 150 Soda Springs  
 201 Preston  
 202 West Side  
 351 Oneida  
 381 American Falls  
 382 Rockland  
 383 Arbon Elementary

### REGION VI (19 Districts)

055 Blackfoot  
 059 Firth  
 060 Shelley  
 091 Idaho Falls  
 092 Swan Valley  
 093 Bonneville  
 111 Butte County  
 161 Clark County  
 181 Challis  
 182 Mackay  
 215 Fremont County  
 251 Jefferson County  
 252 Ririe  
 253 West Jefferson  
 291 Salmon  
 292 South Lemhi  
 321 Madison  
 322 Sugar-Salem

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It is the policy of the State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle WA 98174-1099, (206) 220-7880; FAX (206) 220-7887.



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